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ABSTRACT

Summarized are the results of testing (Stanford Achievement Test) during 1973-74 in four Montgomery County, Pennsylvania programs for handicapped children: physically handicapped, emotionally disturbed, minimally brain injured, and learning disabled. The study attempted to establish realistic expectancy levels of performance for children at various ability and levels within each program. It is explained that within each program, the children were stratified into the following subgroups: individual intelligence test verbal scores, global age levels (elementary versus secondary), specific age levels, and entry levels (pretest scores). Reported are results showing achievement patterns ranging from less than half a year to somehwat less than a full year for each year of instruction. (The major portion of the document consists of tables detailing achievement test results.) (DB)

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ANNUAL PROGRAM EVALUATION REPORT

1973-1974

Trends and Patterns in Achievement Test Results and Baseline Expectancy Data for Future Performance

Programs for Emotionally Disturbed Children, Physically Handicapped Children, Learning Disabled Children and Children with Minimal Brain Injury

Compiled by
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March 1975

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Mr. Peter Boardman, Assistant Director of Special Education and Director of the Programs for Physically Handicapped Children

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Dr. Libby Goodman, Director of the Programs for Learning Disabled Children

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Respectfully submitted,

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INTRODUCTION

This report contains findings for the 1973-1974 school year for selected programs in special education operated by the Montgomery County Intermediate Unit. For years the Intermediate Unit has been collecting data on the achievement of its children in several program areas. However, until the present time, no systematic efforts have been made to summarize and synthesize the accomplishments of handicapped children in a program-wide sense. Lack of time and staff have been the prime detriments. The present report is to be considered an initial step in bringing some semblance of order to measuring the progress of children at the program level rather than the individual child/diagnostic level.

"Part One" ("General Backgound") of this report summarizes the basic characteristics of the total program evaluation process that were common to all programs. Certain aspects of the testing process, the data collection, the coding of background information, Keypunching, and analysis were the same across all programs and thus all four programs are presented in this one volume to avoid duplication of narrative. Whatever characteristics of the analyses are specific to the program area of interest are detailed in "Part Two" ("Specific Findings").

Of particular importance for the reader to bear in mind is the perspective with which this report was compiled. The data contained in this report are not intended to be judgmental in nature. Because of the inherent limitations in the test itself and some other factors, this report is to be considered only descriptive in nature. In effect, one of the primary reasons for generating this report was to provide empirically determined expectancy data for future years of operation of similar special education programs. Later years of such data collection will demonstrate the degree of consistency with which these expectancy tables can be used.

PART ONE

GENERAL BACKGROUND

STUDENTS AND PROGRAMS

Four programs during 1973-1974 are the subject of this present report. From the program for emotionally disturbed children, a total of 271 children were involved in the analyses of this report. From the program for physically handicapped children, 62 children were involved. From the program for learning disabled children, 72 children were involved. From the program for children with minimal brain injury, 146 children were involved. Not all children in these four programs could be included because of missing data, faulty data, and so on.

Apart from the above numbers, the reader should be aware of the general nature of each of the four programs (in what follows, the 1974-1975 enrollment figures are also given so that the reader can see the total size of these four programs in terms of the most recent data).

The program for emotionally distrubed children is one of the largest of its type in the nation. During 1974-1975, this program had about 25 elementary level classes (275 children) and 15 secondary level classes (125 children). At the elementary level, the program emphasizes language arts and mathematics, while integration into regular classes occurs for social studies, science, health education, music, art, and physical education wherever appropriate. At the secondary level, students are again programed for by the Intermediate Unit's instructional staff in language arts and in mathematics, with mainstreaming into regular classes for other areas wherever appropriate. One of the unique aspects of the program is its extensive support service component; apart from the full complement of psychological evaluation services, this program also has available to it a full array of social work and psychiatric evaluation services. Weekly and daily therapeutic sessions are held to allow discussion of children's problems in a relaxed atmosphere.

The program for the physically handicapped in 1974-1975 consisted of 5 elementary level classes (47 students) and one secondary class (10 children). The program contains those students who have orthopedic or other health impairments of such a nature that regular class accomodation is not possible. A special building with appropriate modifications (e.g., ramps, wide doors, handrails) is provided for these children. The program consists of not only basic academic competencies but also physical restoration, locomotor activities, and self-help skills. Wherever possible, vocational and pre-vocational activities are provided to the students.

The program for brain injured children in 1974-1975 consisted of 21 classes (about 240 students) at the elementary level and 10 classes (about 110 children) at the secondary level. Brain injured children in Montgomery County are handled primarily through the Learning and Adjustment Program which also operates the classes for emotionally disturbed. This operational arrangement is to be distinguished from the classes for the learning disabled, which are implemented by a different division of the Intermediate Unit. (The Learning Disabilities Program handles children with less pronounced problems than does the Brain Injured Division). The nature of the program for the brain injured child is similar to that of the program for the emotionally disturbed, except that the need for psychiatric support services may not be as pronounced.

The program for learning disabled children in 1974-1975 had 12 elementary classes (about 201 students) and 3 secondary classes (about 36 students). As with the Learning and Adjustment Program's dual operations of brain injured classes and classes for the emotionally disturbed, the program for learning disabled children operates both self-contained classes and resource room settings.

DATA COLLECTION

In May, 1974, a data coding form was distributed to all teachers in four programs: emotionally disturbed, physically handicapped, learning disabled, and minimally brain injured. Basic background data was collected consisting of name, birth date, IQ, and (in the case of the emotionally disturbed and minimally brain injured) expectancy score based on age and IQ as of mid-year. Wherever available (i.e., in the case of WISC scores), the IQ was subdivided into full-scale, verbal, and performance. The expectancy scores were checked and recalculated individually for every student in every program to be comparable as of May, 1974.

If the child was in a self-contained class, the teacher was also asked for the total number of years he was in special education classes up to and including 1973-1974, as well as the number of months in the teacher's class during 1973-1974 (presumably 9 months, unless the child was a late entry). If the child was in an integrated classroom situation or in a resource room setting, the special teacher was asked for the number of months during 1973-1974 that the child was seen, as well as the average number of hours per week. Unfortunately, such time information was not available for a large segment of the children and thus no analyses were undertaken with this subset of data.

The biggest thrust of the data collection was in the achievement areas. In all programs the 1964 edition of the Stanford Achievement Test was used. Because of the several different levels of the Stanford that had to be used, a total of 14 subtest scores had to be allowed for in the data collection. More will be said about this test under the section, "Test Instruments."

TEST INSTRUMENTS

To provide continuity with previous years' results, the 1964 edition of the Stanford Achievement Test was used even though the 1972 edition was also available. For the 1973-1974 school year it was decided that the old edition should still remain in force because of longitudinal comparisons that were desired from earlier 1964 edition Stanford administrations on the same children. Thus, in May, 1974, the teachers of the four programs involved in this study were asked to include, besides the background data, pretest (fall, 1973) and posttest (spring, 1974) grade equivalent scores. Because of the wide spread in ages of children, there were several different levels of the Stanford that had to be used. Thus, there were a total of 14 distinct subscores that were allowed for in the data collection at both pretest and posttest times: word reading, word meaning, paragraph meaning, vocabulary, spelling, word study skills, arithmetic, science and social studies, arithmetic computation, arithmetic concepts, arithmetic applications, language, social studies, and science.

DESIGN AND ANALYSES

The present study is strictly descriptive in nature; there is no experimental aspect to the data collection design and all students are to be viewed as receiving more or less the program as described under "Students and Programs." The basic purpose of the present report is to establish some baseline of expected performance according to several background variables.

The statistical program series used to carry out this purpose was the BMD Biomedical Computer Programs (Dixon, 1970). To maintain a descriptive, nonexperimental orientation to the project, the BMD 06 D program ("Description of Strata") was used. This program takes any one of a number of background variables (in program, called "conditioning variables"), allows such variables to be stratified into any number of levels, and then produces for each stratum several descriptive statistics: frequencies, means, variances, standard deviations, and standard errors of means. Such feedback is vital not only for the generation of local norms for the various background variable strata (in effect, types of expectancies for future years) but also for evaluation of the adequacy of the measuring devices used (in particular, the standard errors).

For each of the four programs involved in this project, 42 computer runs were completed on a CDC 6400 machine at Lehigh University, Bethlehem, Pennsylvania. There were a total of 14 different subtests possible across all levels of the tests used. (Basically, Intermediate Level was about the highest functioning level needed to appropriately measure the majority of children). For maximum feedback, it was decided to analyze separately posttest (fall test administrations), posttest (spring test administrations), and gain data (differences between posttest and pretest). Thus, there were 14 computer runs each for pretest, posttest, and gains.

Within each of the 42 runs for each of the four programs, several background variables were used. For each of the 14 pretest runs, five background variables were used: total sample (i.e., no stratification); local age level (locally determined strata); global age level (elementary versus secondary); actual IQ (locally determined strata); expectancy (IQ logical prediction formula). For each of the 14 posttest runs, the above five background variables were used plus a sixth one consisting of prior subject area knowledge (i.e., locally determined strata derived from pretest results). For each of the 14 gain analyses, the above six background variables were used plus a seventh consisting of posttest levels (i.e., locally determined strata derived from posttest results); this seventh variable was more a matter of curiosity than being related to any logical hypotheses. (The results for the seventh variable are not included in this report).

The cutoff points for strata within any of the above six background variables are described more fully in the four program "Sections" under "Part Two" (Specific Findings").

For each of the four programs, one can see that for pretest analyses there are 5 times 14 or 70 specific analyses; for posttest, 6 times 14 or 84 specific analyses; and for gains, 7 times 14 or 98 specific analyses. Thus, for each of the four programs 252 specific analyses were completed. Across all four programs, a grand total of 1008 specific analyses were completed.

Wherever totally missing data occurred for one of the 42 computer runs in a program, a result table will have a notation such as, " No children took tests 11,13,14,39,41,42" (taken from table 16 of the minimally brain injured program). The numbers refer to the specific computer run out of a possible 42 runs in a program. The list of subtests from Table 16 in the example under discussion were numbered 1 through 14 for all pretest runs, renumbered 15 to 28 for all posttest runs, and again renumbered 29 to 42 for all gain runs. Thus, one can readily decipher from the footnote to a table exactly what subtest did not have any children at all taking it.

CALCULATED
EXPECTANCIES OF
STUDENT PERFORMANCE

If one could compute individual expectancies for each child, he at least would have some outside criterion against which to pit actual observed performance. Heretofore, most special educators (if they bothere to look at their achievement data at all) merely made a subjective pronouncement that the observed levels of achievement and/or gain appeared respectable and left the whole issue go at that. This procedure appears to make little sense at all. What are some more objective methods of determining expectancy (or, somewhat analogously, mastery)? First, one must make a distinction between what types of specific data he is dealing with: norm-referenced measurement (or standardized testing; NRM) versus criterion-referenced measurement (CRM). The issues surrounding refined systems of CRM as applied to special education have already been covered by Proger, Mann, Burger, and Cross (1972), Proger and Mann (1973), and Mann, Proger, and Cross (1973) and will not be reiterated here. Suffice it to say that the difference between CRM and NRM makes a procedural difference in some situations as to how expectancies are calculated. In NRM, performance is viewed as a continuum as a logical expectancy of where either an individual's or group's observed performance should be. In CRM, performance is viewed in a pass-fail (mastery or competency learning) sense and the main problem becomes where the cutoff should occur; Millman (1973) has surveyed existing procedures for performing this task, and since the present system of measurement is devoted to NRM, little more need be said here. (It might be noted that the majority of CRM systems for regular education students used a uniform, constant pass-fail decision, such as 80% mastery across the board; this was true of IPI, or Individually Prescribed Instruction).

The entire concern of the present report with regard to expectancy derivations will be with NRM - based methods. One technique would be to derive local group norms of performance on various variables and to pit the future performance of similar profile children to that group-norm expectancy. In fact, if deemed worthwhile, this method could be used in Montgomery County's context in future years if certain subgroup performance patterns (in effect, local norms of a type) are used as the external criterion of performance; such patterns are contained as a byproduct of the present report. A second major technique is to use a logical expectancy formula derived independently of group performance (thus, not NRM in nature and yet also not really CRM). An example of the second technique is included in the present report in the form of an IQ expectancy formula calculated for every individual student in this study; more will be said about this technique later. The main point to bear in mind is that a logical expectancy prediction formula is not empirically derived (such as a multiple regression equation) and is not group-referenced in any way. A third technique of computing expectancy is to derive empirically a prediction formula; a linear or nonlinear regression model could be used with such variables as IQ, previous level(s) of performance in the area under question, and sex as predictors. With expectancies so generated as external criteria of performance, the discrepancy between predicted and actual observed performances could be used as a standard of judgmental evaluation of the program's merit. This third technique has not been embodied in the present report but is a possibility for future annual evaluations. In fact, valuable comparative feedback could be generated on the value of an empirically determined prediction formula versus a logically determined prediction formula by computing expectancies in both ways and then seeing which technique produces the better fit of the actual observed performance. A fourth technique is a modification of the third one in that prediction would also be used but would require at least two previous years of achievement results to predict the current expected level of growth or functioning; this would be considered a type of time-series prediction. This fourth technique has not been used in the present study becuase historical data of this type are not readily available (either non-existent or at best, buried in many out-of-the-way locations throughout the county).

SPECIAL DATA PREPARATION

Because it was desired to have some external criterion of comparison against which to pit observed performance, one of the four techniques described in the section, "Calculated Expectancies of Student Performance", was used. In particular, before keypunching occurred, it was decided to use a logical expectancy formula derived individually for each child. The exact manner in which this formula was calculated is:

$$\left(\begin{matrix}\text{Expected}\\ \text{G.E.}\end{matrix}\right) = \left[\frac{\text{C.A. as of May, 1974} \times \frac{\text{IQ}}{100}}{12}\right] - 5$$

Basically, this formula takes into account only the child's present chronological age (as of May, 1974, when the posttest of the Stanford was administered) and the child's IQ; no other factors are considered and this limitation must be borne in mind. For instance, if there were some valid, objective way of quantifying an emotionally disturbed child's degree of maladjustment, then this variable could be entered into the child's expectancy calculation. For a physically handicapped child, there might be benefits to gain by trying to distinguish among degrees of severity of handicap; again, however, the validity and availability of such schemes are the prime deterrents. A similar quantification might be attempted for the degree of severity of involvement of minimally brain injured and learning disabled children. At any rate, the reader must be aware of exactly how the formula was computed if the results presented later that deal with such expectancies are to make any sense. The formula is quite simple in nature, but the child's measureable IQ and current age are certainly among the prime determinants of a child's expected level of functioning.

Some additional points should be noted. The expectancy calculations for the several hundred children in this study were quite time-consuming and had to be completed before any keypunching could occur. The calculations were carried out personally by the Coordinator of Program Evaluation Services throughout summer, 1974, to ensure veracity. The chronological age as of May, 1974, was computed in months from a table specially made up for this purpose. The chronological age was then multiplied by a proportion gotten by dividing the child's IQ by 100; this figure was then divided by 12 to yield years and then from it 5 years were subtracted. The result is an expected grade equivalency (in years).

Another data preparation task was to check the achievement scores for invalid entries and to move certain pieces of data into different field assignments.

LIMITATIONS

Before detailing how this report was generated, the reader must be aware of the perspective with which this data must be viewed. There are many uses to which the data in this report must not be put, and these must be understood at the outset.

The overriding consideration to be borne in mind is that these data were not generated to be evidence of the worth of any given program covered in this report. This report is to be considered strictly in a descriptive sense and not in a judgmental fashion. No pronouncements on the strengths or weaknesses of a program should be made on the data contained herein. To make judgments on what type of gain should occur in a certain academic area with a given type of child is impossible to do on the basis of present research. Educators of the handicapped continuously talk about how much growth they would expect in given situations but never have any evidence to reinforce their beliefs. It is precisely this dearth of growth data on the handicapped that led to the generation of this report. Thus, the reader is asked to keep an open mind about the merit of the present body of data; the purpose of this report is (a) to provide growth data on selected groups of children arranged in many ways according to background variables, and (b) to generate some expectancy of performance in future operational years of similar testing programs.

If one were to judge the merit of a program's efforts, how might he proceed? For program characteristics not embodying pupil performance, the only techniques revolve around subjective self-evaluations (such as in accreditation systems) or around quasi-objective on-site evaluation visits by external experts (such as state-operated, third-party evaluation systems). For reviews of the literature in this area, see Grotsky and Proger (1975), Proger (1971), and Seymour and Proger (1971). However, for measurement of student performance, the evaluation of a total program's merit on the basis of achievement gains appears deceptively simple. Test data look objective and therefore many educators feel greater weight should be placed in them; This is a highly questionable assumption to make on the part of regular educators of normal children and indeed on the part of special educators of the handicapped. There are many reasons for the shakiness of this perspective on pupil achievement data. For one, the tests were never designed for mentally handicapped children to begin with and thus may penalize them unduly because of strange formats, directions, and other aspects of appearance and content. Second, the use of standardized achievement tests to measure the effects of the total school program on groups of children has a major problem in that specific objectives of the local programs are not always reflected in the readily available, standardized tests, and vice versa. Third, and far more important, no one in the special education domain has determined systematically just what a reasonable expectancy formula for achievement would be; there are many ways to do this but no one has attempted to do so on a large scale. A fourth reason for considering the present report as mainly descriptive in nature rather than as evaluative is the host of difficulties involved in calculating change in general and particularly for affective measures. Two of the most glaring problems are pretest sensitization and unreliability of the change score itself. Proger, Morrell, Mann, Bayuk, Taylor, Burger, Cross, and Green (1972) have reviewed several such problems.

A major limitation of this study concerns the calculation of expectancy scores by the formula method described earlier. The expectancy scores so generated actually are higher than what should be the case because no debilitating effects directly attributable to the handicapping condition (such as severity of emotional disturbance) have been taken into account. Thus, when the reader views those findings that directly involve the expectancy scores, the results may look less encouraging than they actually are.

PART TWO

SPECIFIC FINDINGS

SECTION 1

PROGRAM FOR EMOTIONALLY DISTRUBED CHILDREN

Background Variables: In "Part One" (General Background) the section on "Design and Analyses" provided the general schema of background variables used for pretest, posttest, and gain analyses in the 42 computer runs done for each of the four programs. Depending upon what run is under question, there were 5,6, or 7 subanalyses completed or a total of 252 subanalyses. It now remains to document what the nature of each background variable was for the emotionally disturbed program.

The total sample backgound variable needs no specification; this was merely a dummy variable included so as to generate total sample descriptive statistics. Thus, there were no substrata along this background variable dimension.

Local age level was stratified into six levels according to birth date. The first interval was 8/8/65 to 2/68, the second was 4/64 to 8/5/65, the third was 1/13/63 to 3/64, the fourth was 1/11/62 to 1/10/63, the fifth was 10/29/59 to 1/10/62, and the sixth was 9/5/55 to 10/28/59. (The reader should remember that the posttest data was collected in May, l974, for the current report).

Global age level was stratified into two levels according to birth date. Secondary children were taken to be those with birth dates of 3/61 or older, whild elementary children were those of 4/61 or younger.

Actual IQ (wherever available, the WISC Verbal, or, if unavailable, simply a Stanford-Binet or other similar measure) was stratified into 8 levels. Because of the necessity of avoiding overlapping intervals that might otherwise occur with the routine integral data, decimalized IQ cutoffs were specified. The first IQ interval was anything below 70.50, the second was 70.50 to 80.49, the third was 80.50 to 90.49, the fourth was 90.50 to 100.49, the fifth was 100.50 to 110.49, the sixth was 110.50 to 120.49, the seventh was 120.50 to 130.49, and the eighth was 130.50 and above.

Logical formula IQ expectancy was stratified into 12 levels according to grade equivalents. the first interval was anything below 1.05, the second was 1.05 to 2.04, the third was 2.05 to 3.04, the fourth was 3.05 to 4.04, the fifth was 4.05 to 5.04, the sixth was 5.05 to 6.04, the seventh was 6.05 to 7.04, the eighth was 7.05 to 8.04, the ninth was 8.05 to 9.04, the tenth was 9.05 to 10.04, the eleventh was 10.05 to 11.04, and the twelfth was 11.05 and above.

Prior subject area knowledge consisted of stratifying the pretest score continuum as the appropriate background (or conditioning) variable. The first interval was anything below .55, the second was .55 to 1.54, the third was 1.55 to 2.54, the fourth was 2.55 to 2.54, the fifth was 3.55 to 4.54, the sixth was 4.55 to 5.54, the seventh was 5.55 to 6.54, the eighth was 6.55 to 7.54, the ninth was 7.55 to 8.54, the tenth was 8.55 to 9.54, the eleventh was 9.55 to 10.54, and the twelft was 10.55 and above.

Trends: The following tables present the results for the emotionally disturbed program. The background variables and the associated tables are as follows: total sample (table 1); local age level (tables 2 to 15); global age level (table 16); actual IQ (tables 17 to 30); expectancy level (tables 31 to 44); and prior subject area knowledge (tables 45 to 58).

The results are more or less self-- explanatory. Most attention should be paid to Table 1 (total sample) and Tables 45 to 58 (prior knowledge). Table 1 provides measurement data about the subtests themselves (i.e., standard errors), while the background variable of prior knowledge is perhaps the most relevant manner of building academic expectancies as opposed to other background variables used in this report.

For gain measurement, the most appropriate and minimal-error subtests appear to be word reading, word meaning, paragraph meaning, arithmetic, and arithmetic computation.

When pitted against where the children stood at the start of the year (prior knowledge), quite reasonable gains appear to be occurring in the above-mentioned most soundly measuring subtests.

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN

TOTAL SAMPLE STATISTICS

SUBTEST	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Word Reading	95	86	78	1.83	2.11	.31	.69	.63	.63	.07	.07	.07
Word Meaning	139	155	124	4.05	4.43	.67	1.64	1.77	1.10	.14	.14	.10
Paragraph Meaning	222	220	200	3.23	3.61	.58	1.87	1.99	1.18	.13	.13	.08
Vocabulary	22	21	15	2.25	2.75	.38	1.06	1.25	.84	.22	.27	.22
Spelling	60	56	42	4.04	4.13	.62	2.43	2.67	1.16	.31	.36	.18
Word Study Skills	50	38	32	2.90	3.41	.97	1.56	1.64	1.04	.22	.27	.18
Arithmetic	84	78	70	2.05	2.46	.41	.71	.89	.54	.08	.10	.06
Science and Social Studies	11	9	7	3.99	4.09	.36	1.22	1.16	.86	.37	.39	.33
Arithmetic Computation	152	160	126	3.83	4.10	.55	1.54	1.54	1.04	.13	.12	.09
Arithmetic Concepts	48	65	35	4.96	4.90	.90	2.53	1.85	1.11	.37	.23	.19
Arithmetic Applications	21	27	9	6.32	6.31	.91	2.43	2.14	1.37	.53	.41	.46
Language	30	25	17	4.47	4.99	1.10	1.76	1.85	.83	.32	.37	.20
Social Studies	16	16	8	6.19	6.05	.26	1.93	2.04	1.64	.48	.51	.58
Science	25	16	7	6.56	7.38	1.14	2.73	2.24	1.53	.55	.56	.58

TABLE 2

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

WORD READING SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ER OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/2/65 - 2/68	29	31	26	1.58	1.80	.30	.53	.56	.39	.10	.10	
4/64 - 8/5/65	24	20	19	1.72	2.22	.42	.84	.55	.55	.17	.12	
1/13/63 - 3/64	15	13	13	1.77	2.08	.22	.67	.62	.81	.17	.17	
1/11/62 - 1/10/63	17	12	12	2.30	2.52	.19	.49	.51	.81	.12	.15	
10/29/59 - 1/10/62	4	6	4	1.72	2.20	.52	.39	.75	.97	.19	.31	
9/5/55 - 10/28/59	6	4	4	2.30	2.70	.32	.83	.87	1.00	.34	.43	

TABLE 3

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

WORD MEANING SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ER OF MEASUREM		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	G
8/8/65 - 2/68	2	5	2	2.55	3.50	1.70	.64	1.20	--	.45	.53	
4/64 - 8/5/65	19	29	18	2.72	3.05	.66	.88	1.29	.65	.20	.24	
1/13/63 - 3/64	31	33	31	3.81	4.51	.84	1.28	1.72	.93	.23	.30	
1/11/62 - 1/10/63	25	30	24	3.69	4.38	.92	1.37	1.59	1.64	.27	.29	
10/29/59 - 1/10/62	38	34	32	4.34	4.86	.34	1.54	1.62	.92	.25	.28	
9/5/55 - 10/28/59	24	24	17	5.43	5.65	.55	1.90	1.81	1.19	.39	.37	

TABLE 4

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

PARAGRAPH MEANING SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ER OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68	19	27	19	1.56	1.98	.54	.71	.92	.48	.16	.18	
4/64 - 8/5/65	37	37	34	2.17	2.74	.61	1.04	1.07	.63	.17	.18	
1/13/63 - 3/64	44	44	43	3.08	3.42	.31	1.53	1.81	.60	.23	.27	
1/11/62 - 1/10/63	42	42	40	2.99	3.66	.68	1.40	1.74	1.62	.22	.27	
10/29/59 - 1/10/62	46	43	41	3.75	4.17	.55	1.54	1.72	1.10	.23	.26	
9/5/55 - 10/28/59	34	27	23	5.10	5.82	.98	2.52	2.55	1.86	.43	.49	

TABLE 5

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

VOCABULARY SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
/8/65 - 2/68	9	8	7	1.54	1.86	.14	.34	.53	.35	.11	.19	.
/64 - 8/5/65	3	3	1	1.93	2.43	1.00	.75	.57	---	.43	.33	--
/13/63 - 3/64	1	2	--	2.40	2.85	---	---	1.07	---	---	.75	--
/11/62 - 1/10/63	6	4	4	2.98	3.00	.18	1.16	1.21	.42	.47	.61	.
0/29/59 - 1/10/62	2	3	2	3.50	4.16	.75	1.84	1.36	.07	1.30	.78	.
/5/55 - 10/28/59	1	1	1	2.40	5.30	2.90	---	---	---	---	---	--

TABLE 6

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

SPELLING SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68	5	11	5	1.58	2.31	1.30	.98	1.15	1.00	.44	.35	
4/64 - 8/5/65	6	6	6	2.52	3.07	.55	1.40	1.14	.46	.57	.47	
1/13/63 - 3/64	14	16	14	4.31	5.05	1.05	2.03	2.48	1.14	.54	.62	
1/11/62 - 1/10/63	8	7	6	2.42	2.64	.15	.65	.60	.12	.23	.23	
10/29/59 - 1/10/62	12	9	7	3.98	3.70	.11	1.93	1.94	.67	.56	.65	
9/5/55 - 10/28/59	15	7	4	6.15	7.86	.40	2.73	3.58	2.61	.70	1.35	1

TABLE 7

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

WORD STUDY SKILLS SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ER OF MEASUREM		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	G
8/8/65 - 2/68	10	9	8	1.69	2.50	.82	1.21	1.35	.62	.38	.45	
4/64 - 8/5/65	6	5	4	2.87	2.94	.40	1.41	1.55	.54	.58	.69	
1/13/63 - 3/64	13	10	7	4.02	4.25	1.76	1.84	2.00	1.11	.51	.63	
1/11/62 - 1/10/63	7	6	5	2.77	2.87	.30	.54	.76	.75	.20	.31	
10/29/59 - 1/10/62	9	5	5	2.68	4.42	1.66	1.31	1.21	1.46	.44	.54	
9/5/55 - 10/28/59	5	3	3	2.98	3.53	.23	1.51	1.97	.58	.67	1.13	

TABLE 8

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

ARITHMETIC SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ER OF MEASUREM		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	G
8/8/65 - 2/68	33	31	31	1.52	1.84	.36	.47	.46	.21	.08	.08	
4/64 - 8/5/65	18	16	14	2.14	2.58	.38	.51	.65	.28	.12	.16	
1/13/63 - 3/64	11	10	10	2.42	2.58	.30	.69	.66	.63	.21	.21	
1/11/62 - 1/10/63	16	11	11	2.69	3.14	.40	.61	.79	.69	.15	.24	
10/29/59 - 1/10/62	2	7	2	2.5[illegible]	3.71	2.40	.07	1.16	.85	.05	.44	
9/5/55 - 10/28/59	4	3	2	2.15	2.43	.10	.79	.76	.14	.40	.44	

TABLE 9

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

SCIENCE & SOCIAL STUDIES SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68	1	—	—	4.80	—	—	—	—	—	—	—	—
4/64 - 8/5/65	1	1	—	5.80	2.00	—	—	—	—	—	—	—
1/13/63 - 3/64	3	2	2	2.77	2.65	.20	.29	.07	.42	.17	.05	.
1/11/62 - 1/10/63	2	3	2	3.80	4.57	.90	—	.93	1.27	—	.54	.
10/29/59 - 1/10/62	4	3	3	4.35	4.90	.37	1.37	.79	.85	.68	.46	.
9/5/55 - 10/28/59	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 10

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

ARITHMETIC COMPUTATION SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD E OF MEASURE	
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post
8/8/65 - 2/68	4	6	4	2.08	3.28	.75	.84	1.23	.49	.42	.50
4/64 - 8/5/65	21	26	21	2.45	3.13	.82	.99	.79	1.09	.22	.16
1/13/63 - 3/64	33	35	30	3.18	3.57	.54	1.02	1.30	.80	.18	.22
1/11/62 - 1/10/63	21	30	19	3.76	3.88	.25	.85	.96	.85	.19	.17
10/29/59 - 1/10/62	39	37	32	4.19	4.74	.66	1.10	1.38	.94	.18	.23
9/5/55 - 10/28/59	34	26	20	5.16	5.33	.34	1.84	2.06	1.56	.32	.40

TABLE 11

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

ARITHMETIC CONCEPTS SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68	—	3	—	—	5.23	—	—	.90	—	—	.52	—
4/64 - 8/5/65	7	11	7	3.01	3.55	1.03	.67	1.12	.67	.25	.34	.
1/13/63 - 3/64	15	17	15	3.61	4.72	1.13	1.58	2.19	.94	.41	.53	.
1/11/62 - 1/10/63	2	9	2	3.60	3.71	.10	.28	.81	.14	.20	.27	.
10/29/59 - 1/10/62	11	14	7	4.75	5.66	1.04	1.45	1.48	1.44	.44	.40	.
9/5/55 - 10/28/59	13	11	4	7.95	6.45	.03	2.38	1.63	1.72	.66	.49	

TABLE 12

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

ARITHMETIC APPLICATION SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ER OF MEASUREM		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	G
8/8/65 - 2/68	—	1	—	—	7.50	—	—	—	—	—	—	
4/64 - 8/5/65	—	2	—	—	3.85	—	—	.07	—	—	.05	
1/13/63 - 3/64	5	9	5	4.90	5.59	.76	1.00	1.77	1.49	.45	.59	
1/11/62 - 1/10/63	—	1	—	—	7.70	—	—	—	—	—	—	
10/29/59 - 1/10/62	4	6	1	4.93	6.12	1.00	1.67	2.13	—	.84	.87	
9/5/55 - 10/28/59	12	8	3	7.38	7.55	1.13	2.60	2.35	1.70	.75	.83	

TABLE 13

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

LANGUAGE SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD E OF MEASURE	
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post
8/8/65 - 2/68	——	1	——	——	3.50	——	——	——	——	——	——
4/64 - 8/5/65	3	1	1	3.10	6.00	1.60	1.14	——	——	.66	——
1/13/63 - 3/64	10	11	10	4.06	4.88	.90	1.20	1.80	.83	.38	.54
1/11/62 - 1/10/63	1	2	1	3.10	2.95	.10	——	.35	——	——	.25
10/29/59 - 1/10/62	5	5	2	3.86	4.52	1.55	.95	1.90	.78	.43	.85
9/5/55 - 10/28/59	11	5	3	5.61	6.60	1.63	2.12	1.55	.83	.64	.69

TABLE 14

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

SOCIAL STUDIES SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ER OF MEASUREM		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	G
8/8/65 - 2/68	—	—	—	—	—	—	—	—	—	—	—	—
4/64 - 8/5/65	—	1	—	—	2.00	—	—	—	—	—	—	—
1/13/63 - 3/64	5	5	5	4.94	5.86	.92	1.33	1.83	.89	.59	.82	
1/11/62 - 1/10/63	—	—	—	—	—	—	—	—	—	—	—	—
10/29/59 - 1/10/62	2	4	—	4.65	4.85	—	1.77	.70	—	1.25	.35	
9/5/55 - 10/28/59	9	6	3	7.23	7.16	.83	1.70	2.58	2.22	.57	1.05	

TABLE 15

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

SCIENCE SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68	—	—	—	—	—	—	—	—	—	—	—	—
4/64 - 8/5/65	—	1	—	—	9.50	—	—	—	—	—	—	—
1/13/63 - 3/64	5	5	5	4.68	6.94	2.26	.91	2.24	1.86	.41	1.00	
1/11/62 - 1/10/63	—	—	—	—	—	—	—	—	—	—	—	—
10/29/59 - 1/10/62	6	4	—	5.58	5.85	—	2.74	.34	—	1.12	.17	—
9/5/55 - 10/28/59	14	6	2	7.65	8.42	1.85	2.74	2.60	.35	.73	1.06	

TABLE 16 (PART ONE)
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR MAJOR AGE LEVEL

SUBTEST	BIRTH DATE OF 4/66 AND YOUNGER											
	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
WORD READING	88	80	73	1.80	2.07	.29	.68	.60	.59	.07	.07	.07
WORD MEANING	93	111	88	3.51	4.03	.80	1.25	1.62	1.10	.13	.15	.12
PARAGRAPH MEANING	162	170	155	2.71	3.13	.50	1.42	1.58	1.06	.11	.12	.09
VOCABULARY	20	19	13	2.11	2.46	.15	.93	.91	.47	.21	.21	.13
SPELLING	36	43	33	3.15	3.58	.76	1.86	2.07	.96	.31	.32	.17
WORD STUDY SKILLS	40	33	27	2.85	3.27	.98	1.61	1.59	.99	.25	.28	.19
ARITHMETIC	79	72	67	2.04	2.40	.38	.71	.81	.44	.08	.10	.05
SCIENCE AND SOCIAL STUDIES	9	7	5	3.77	3.77	.42	1.02	1.07	.88	.34	.40	.39
ARITHMETIC COMPUTATION	95	114	88	3.27	3.72	.58	1.14	1.18	.85	.12	.11	.09
ARITHMETIC CONCEPTS	27	48	27	3.50	4.46	1.15	1.29	1.76	.93	.25	.25	.18
ARITHMETIC APPLICATIONS	6	15	6	4.93	5.89	.80	.90	1.90	1.34	.37	.49	.55
LANGUAGE	16	18	14	3.70	4.50	.99	1.15	1.64	.82	.29	.39	.22
SOCIAL STUDIES	5	7	5	4.94	5.76	.92	1.33	1.52	.89	.59	.57	.40
SCIENCE	5	7	5	4.68	7.17	2.26	.91	2.13	1.86	.41	.80	.83

STANFORD ACHIEVEMENT TEST ([illegible])
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR MAJOR AGE LEVEL

SUBTEST	BIRTH DATE OF 3/61 AND OLDER											
	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
WORD READING	7	6	5	2.21	2.68	.64	.79	.90	1.12	.30	.37	.50
WORD MEANING	46	44	36	5.14	5.45	.36	1.80	1.75	1.10	.26	.26	.18
PARAGRAPH MEANING	60	50	45	4.64	5.26	.87	2.19	2.36	1.49	.28	.33	.22
VOCABULARY	2	2	2	3.60	5.45	1.85	1.70	.21	1.48	1.20	.15	1.05
SPELLING	24	13	9	5.39	5.95	.12	2.59	3.60	1.70	.53	1.00	.57
WORD STUDY SKILLS	10	5	5	3.09	4.36	.92	1.43	1.79	1.44	.45	.80	.65
ARITHMETIC	5	6	3	2.24	3.22	1.07	.72	1.39	1.68	.32	.57	.97
SCIENCE AND SOCIAL STUDIES	2	2	2	5.00	5.20	.20	1.98	.85	1.13	1.40	.60	.80
ARITHMETIC COMPUTATION	57	46	38	4.78	5.05	.48	1.67	1.90	1.38	.22	.28	.22
ARITHMETIC CONCEPTS	21	17	8	6.83	6.14	.06	2.52	1.56	1.33	.55	.38	.47
ARITHMETIC APPLICATIONS	15	12	3	6.87	6.82	1.13	2.64	2.39	1.70	.68	.69	.98
LANGUAGE	14	7	3	5.34	6.24	1.63	1.95	1.87	.83	.52	.71	.48
SOCIAL STUDIES	11	9	3	6.76	6.28	.83	1.93	2.44	2.22	.58	.81	1.28
SCIENCE	20	9	2	7.03	7.54	1.85	4.84	2.44	.35	.63	.81	.25

TABLE 1.7
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR IQ LEVELS

WORD READING SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	5	3	3	2.40	3.07	.50	.89	.57	1.15	.40	.33	.67
70.50 - 80.49	7	6	6	2.03	2.05	.10	.42	.23	.33	.16	.10	.13
80.50 - 90.49	32	30	26	1.75	2.05	.47	.45	.72	.56	.08	.13	.11
90.50 - 100.49	29	28	26	1.76	1.97	.17	.66	.54	.56	.12	.10	.11
100.50 - 110.49	17	16	14	1.91	2.29	.31	1.02	.61	.87	.25	.15	.23
110.50 - 120.49	4	2	2	1.48	2.35	.50	1.00	.78	.57	.50	.55	.40
120.50 - 130.49	1	1	1	2.10	2.30	.20	--	--	--	--	--	--
130.50 AND ABOVE	--	--	--	--	--	--	--	--	--	--	--	--

TABLE 18
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR IQ LEVELS
WORD MEANING SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	1	2	1	5.60	4.65	--	--	1.34	--	--	.95	--
70.50 - 80.49	17	16	15	3.62	3.77	.31	1.55	1.12	.69	.38	.28	.18
80.50 - 90.49	34	42	31	3.43	3.80	.46	1.30	1.39	.88	.22	.21	.16
90.50 - 100.49	38	41	31	4.53	4.53	.41	1.91	2.11	.86	.31	.33	.16
100.50 - 110.49	29	30	26	4.30	4.87	.95	1.31	1.76	1.04	.24	.32	.20
110.50 - 120.49	17	20	17	4.04	5.14	1.38	1.99	1.85	1.80	.48	.41	.44
120.50 - 130.49	2	3	2	4.10	5.50	1.10	.14	1.31	1.56	.10	.75	1.10
130.50 AND ABOVE	1	1	1	4.70	6.40	1.70	--	--	--	--	--	--

TABLE 19
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR IQ LEVELS
PARAGRAPH MEANING SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	4	2	1	5.70	4.55	.60	3.36	3.04	--	1.68	2.15	--
70.50 - 80.49	24	23	22	2.76	2.97	.29	1.04	1.24	.65	.21	.26	.14
80.50 - 90.49	64	66	59	2.58	2.94	.44	1.30	1.45	.75	.16	.18	.10
90.50 - 100.49	60	60	54	3.14	3.66	.58	1.66	1.99	.95	.21	.26	.13
100.50 - 110.49	43	43	39	3.56	4.01	.68	2.11	2.29	1.44	.32	.35	.23
110.50 - 120.49	21	20	19	4.44	5.10	1.25	2.53	2.46	2.29	.55	.55	.52
120.50 - 130.49	5	5	5	4.46	4.82	.36	2.24	1.82	.68	1.00	.81	.31
130.50 AND ABOVE	1	1	1	6.00	6.00	--	--	--	--	--	--	--

TABLE 20
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR IQ LEVELS
VOCABULARY SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	1	1	1	2.40	5.30	2.90	—	—	—	—	—	—
70.50 - 80.49	2	1	1	2.30	1.80	.10	.85	—	—	.60	—	—
80.50 - 90.49	11	8	7	2.04	2.64	.43	1.02	1.32	.48	.31	.47	.18
90.50 - 100.49	6	5	4	2.83	2.72	.12	1.29	1.27	.54	.53	.57	.27
100.50 - 110.49	2	5	2	1.50	2.66	.10	.42	1.12	.14	.30	.50	.10
110.50 - 120.49	—	1	—	—	2.60	—	—	—	—	—	—	—
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 21
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR IQ LEVELS
SPELLING SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	6	1	1	5.07	1.60	.50	2.66	—	—	1.09	—	—
70.50 - 80.49	4	2	2	2.92	2.60	.05	1.24	.57	.21	.62	.40	.15
80.50 - 90.49	16	15	12	2.38	2.57	.68	1.24	6.15	.89	.31	.16	.26
90.50 - 100.49	16	18	13	4.49	4.40	.38	2.93	3.40	1.40	.73	.80	.41
100.50 - 110.49	10	13	8	4.58	5.42	1.35	2.15	2.75	1.26	.68	.76	.45
110.50 - 120.49	7	6	5	5.67	5.17	.54	2.33	2.07	.80	.88	.84	.36
120.50 - 130.49	1	1	1	5.20	5.30	.10	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 2-2
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR IQ LEVELS
WORD STUDY SKILLS SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	3	3	3	3.30	3.53	.23	2.00	1.97	.06	1.15	1.13	.03
70.50 - 80.49	3	1	1	2.33	2.70	.10	.74	--	--	.43	--	--
80.50 - 90.49	16	11	9	2.14	3.09	1.40	.80	1.06	.91	.20	.32	.30
90.50 - 100.49	12	10	8	2.94	2.57	.24	1.43	1.35	.60	.41	.43	.21
100.50 - 110.49	10	9	8	3.12	4.47	1.56	2.10	1.96	1.26	.66	.65	.45
110.50 - 120.49	5	3	2	4.40	3.57	1.35	1.68	2.11	1.34	.75	1.22	.95
120.50 - 130.49	1	1	1	5.20	5.70	.50	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 23
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR IQ LEVELS
ARITHMETIC SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	4	2	2	2.15	2.35	.10	.79	1.06	.14	.40	.75	.10
70.50 - 80.49	5	6	4	2.04	2.42	.38	.63	.70	.30	.28	.29	.15
80.50 - 90.49	31	27	25	1.99	2.46	.59	.77	1.07	.72	.14	.21	.14
90.50 - 100.49	25	25	23	1.97	2.30	.28	.67	.75	.43	.13	.15	.09
100.50 - 110.49	15	15	13	2.18	2.69	.32	.78	.92	.35	.20	.24	.10
110.50 - 120.49	3	2	2	2.40	2.85	.55	.17	.35	.35	.10	.25	.25
120.50 - 130.49	1	1	1	2.30	2.90	.60	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 24
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR IQ LEVELS
SCIENCE & SOCIAL STUDIES SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	—	—	—	—	—	—	—	—	—	—	—	—
70.50 - 80.49	1	1	1	3.60	4.60	1.00	—	—	—	—	—	—
80.50 - 90.49	3	4	3	3.17	3.35	.13	.60	.83	.32	.35	.42	.19
90.50 - 100.49	4	4	3	4.10	4.70	.63	1.62	1.26	1.20	.81	.63	.69
100.50 - 110.49	1	—	—	3.80	—	—	—	—	—	—	—	—
110.50 - 120.49	1	—	—	4.80	—	—	—	—	—	—	—	—
120.50 - 130.49	1	—	—	5.80	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 25
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR IQ LEVELS
ARITHMETIC COMPUTATION SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	4	2	1	5.20	3.75	—	2.08	2.19	—	1.04	1.55	—
70.50 - 80.49	15	18	11	3.59	3.89	.52	1.24	1.45	.78	.32	.34	.23
80.50 - 90.49	37	42	32	3.41	3.94	.39	1.39	1.32	.71	.23	.20	.13
90.50 - 100.49	41	44	34	3.73	3.90	.58	1.50	1.84	1.38	.23	.28	.24
100.50 - 110.49	32	31	28	4.11	4.42	.52	1.36	1.39	1.07	.24	.25	.20
110.50 - 120.49	18	18	15	4.21	4.37	.75	2.16	1.36	.82	.51	.32	.21
120.50 - 130.49	4	4	4	4.75	5.58	.82	.87	2.00	1.42	.43	1.00	.71
130.50 AND ABOVE	1	1	1	2.40	4.30	1.90	—	—	—	—	—	—

TABLE 26
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR IQ LEVELS
ARITHMETIC CONCEPTS SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	3	1	—	7.13	3.40	—	.50	—	—	.29	—	—
70.50 - 80.49	3	5	2	3.83	4.62	1.35	1.56	1.35	.64	.90	.60	.45
80.50 - 90.49	7	12	4	3.76	4.03	.18	2.57	1.69	.17	.97	.49	.09
90.50 - 100.49	16	20	14	4.18	4.54	.51	1.79	1.72	1.16	.45	.38	.31
100.50 - 110.49	11	16	9	5.70	5.84	1.46	2.18	1.94	1.36	.66	.48	.45
110.50 - 120.49	7	9	5	6.44	5.26	1.36	4.10	2.05	.48	1.55	.68	.21
120.50 - 130.49	1	2	1	4.20	6.15	1.00	—	1.34	—	—	.95	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 27
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR IQ LEVELS

ARITHMETIC APPLICATIONS SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	3	—	—	7.30	—	—	2.18	—	—	1.26	—	—
70.50 - 80.49	1	1	—	4.90	5.80	—	—	—	—	—	—	—
80.50 - 90.49	3	3	—	4.40	6.20	—	1.25	1.47	—	.72	.85	—
90.50 - 100.49	3	6	2	6.60	6.73	1.95	1.87	3.14	1.34	1.08	1.28	.95
100.50 - 110.49	7	11	5	5.86	6.48	.36	1.98	2.03	1.45	.75	.61	.65
110.50 - 120.49	4	5	2	7.98	6.06	1.25	3.91	2.02	.92	1.96	.90	.65
120.50 - 130.49	—	1	—	—	3.90	—	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 28
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR IQ LEVELS
LANGUAGE SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	2	—	—	6.80	—	—	3.11	—	—	2.20	—	—
70.50 - 80.49	1	—	—	2.70	—	—	—	—	—	—	—	—
80.50 - 90.49	5	3	2	4.08	2.97	.30	2.09	.47	.28	.94	.27	.20
90.50 - 100.49	6	7	4	4.15	4.67	1.20	1.91	2.04	.96	.78	.77	.48
100.50 - 110.49	9	10	7	4.04	5.48	1.17	.91	1.81	.89	.30	.57	.33
110.50 - 120.49	6	4	3	5.27	5.58	1.17	1.82	1.79	.95	.74	.90	.55
120.50 - 130.49	1	1	1	4.40	6.00	1.60	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 29
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR IQ LEVELS
SOCIAL STUDIES SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	3	—	—	6.97	—	—	.81	—	—	.47	—	—
70.50 - 80.49	1	—	—	5.10	—	—	—	—	—	—	—	—
80.50 - 90.49	2	—	—	5.10	—	—	2.40	—	—	1.70	—	—
90.50 - 100.49	3	6	2	7.20	5.72	.40	1.56	2.18	.85	.90	.89	.60
100.50 - 110.49	5	7	4	6.14	6.39	.20	2.64	2.08	2.26	1.18	.79	1.13
110.50 - 120.49	2	2	2	5.30	6.35	1.05	2.40	3.18	.78	1.70	2.25	.55
120.50 - 130.49	—	1	—	—	5.10	—	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 30
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR IQ LEVELS
SCIENCE SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	3	—	—	7.06	—	—	.51	—	—	.30	—	—
70.50 - 80.49	1	—	—	6.20	—	—	—	—	—	—	—	—
80.50 - 90.49	3	—	—	6.30	—	—	3.08	—	—	1.78	—	—
90.50 - 100.49	7	6	2	5.50	7.22	1.85	2.03	2.35	.35	.77	.96	.25
100.50 - 110.49	7	7	3	6.51	7.24	2.33	5.66	2.45	2.40	1.27	.93	1.39
110.50 - 120.49	4	2	2	8.40	7.30	2.15	3.83	2.69	1.49	1.92	1.90	1.05
120.50 - 130.49	—	1	—	—	9.50	—	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 31
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR END-OF-YEAR EXPECTANCY LEVELS

WORD READING SUBTEST

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	1	1	—	1.10	.90	—	—	—	—	—	—	—
1.05 - 2.04	7	10	7	1.29	1.53	.23	.23	.33	.18	.09	.10	.07
2.05 - 3.04	17	15	15	1.57	1.92	.32	.55	.51	.44	.13	.13	.11
3.05 - 4.04	21	19	17	1.88	2.15	.35	.70	.62	.50	.15	.14	.12
4.05 - 5.04	25	21	21	2.02	2.23	.26	.67	.63	.74	.13	.14	.16
5.05 - 6.04	18	13	13	1.97	2.54	.49	.67	.55	.68	.16	.15	.19
6.05 - 7.04	5	5	4	1.92	2.34	.10	1.29	.74	1.47	.58	.33	.74
7.05 - 8.04	—	1	—	—	2.50	—	—	—	—	—	—	—
8.05 - 9.04	1	1	1	1.80	1.60	.20	—	—	—	—	—	—
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR END-OF-YEAR EXPECTANCY LEVELS

WORD MEANING SUBTEST

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	1	1	1	5.60	5.60	—	—	—	—	—	—	—
1.05 - 2.04	2	2	2	2.50	3.45	.95	.57	.21	.78	.40	.15	.55
2.05 - 3.04	2	3	2	1.85	2.47	.25	.35	.87	.49	.25	.50	.35
3.05 - 4.04	11	19	10	2.60	2.76	.37	.69	.82	.45	.21	.19	.14
4.05 - 5.04	15	20	15	3.18	3.30	.36	.75	.91	.49	.19	.20	.13
5.05 - 6.04	21	28	21	3.32	3.83	.89	1.00	1.48	.88	.22	.28	.19
6.05 - 7.04	33	28	27	3.98	4.77	.62	1.44	1.58	.77	.25	.30	.15
7.05 - 8.04	22	22	21	4.68	5.46	.62	1.53	1.46	1.27	.33	.31	.28
8.05 - 9.04	18	18	16	4.78	5.50	.98	1.60	1.52	2.07	.38	.36	.52
9.05 - 10.04	9	9	7	5.48	5.83	.71	2.06	1.74	.99	.69	.58	.38
10.05 - 11.04	4	2	1	6.05	6.40	3.10	2.02	2.97	—	1.01	2.10	—
11.05 and above	1	3	1	8.30	7.80	—	—	.44	—	—	.25	—

TABLE 33
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR END-OF-YEAR EXPECTANCY LEVELS

PARAGRAPH MEANING SUBTEST

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	3	2	—	7.00	3.80	—	2.62	4.10	—	1.51	2.90	—
1.05 - 2.04	6	9	6	1.55	1.77	.47	.98	.78	.63	.40	.26	.26
2.05 - 3.04	13	16	13	1.27	1.82	.35	.43	.64	.36	.12	.16	.10
3.05 - 4.04	24	24	21	2.00	2.40	.50	.57	.78	.44	.12	.16	.10
4.05 - 5.04	38	40	38	2.43	2.68	.26	.93	.96	.72	.15	.15	.12
5.05 - 6.04	35	.35	33	2.53	3.21	.68	1.00	.99	.70	.17	.17	.12
6.05 - 7.04	38	34	33	3,54	4.06	.55	1.52	1.82	.99	.25	.31	.17
7.05 - 8.04	23	23	23	4.17	4.47	.30	1.33	1.44	1.18	.28	.30	.25
8.05 - 9.04	20	19	17	4.04	5.15	1.19	1.43	1.84	2.29	.32	.42	.56
9.05 - 10.04	11	10	9	5.06	5.55	.51	1.82	1.84	.82	.55	.58	.27
10.05 - 11.04	6	4	4	5.78	9.35	2.95	3.21	1.93	3.44	1.31	.97	1.72
11.05 and above	5	4	3	7.92	8.48	1.63	2.37	1.83	2.00	1.06	.91	1.16

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR END-OF-YEAR EXPECTANCY LEVELS
VOCABULARY

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	—	—	—	—	—	—	—	—	—	—	—	—
1.05 - 2.04	4	4	4	1.55	1.75	.20	.19	.64	.47	.10	.32	.23
2.05 - 3.04	6	5	4	1.60	2.16	.30	.43	.59	.48	.17	.26	.24
3.05 - 4.04	3	2	1	1.76	1.80	.10	.60	—	—	.35	—	—
4.05 - 5.04	3	2	1	2.60	2.75	—	.36	.07	—	.21	.05	—
5.05 - 6.04	4	5	3	2.82	3.60	.93	1.05	1.05	1.86	.53	.47	1.07
6.05 - 7.04	2	2	2	4.60	5.00	.40	.28	.85	.57	.20	.60	.40
7.05 - 8.04	—	1	—	—	4.00	—	—	—	—	—	—	—
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 35
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR END-OF-YEAR EXPECTANCY LEVELS
SPELLING SUBTEST

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	5	—	—	5.66	—	—	2.49	—	—	1.12	—	—
1.05 - 2.04	1	4	1	1.40	1.78	1.40	—	1.22	—	—	.61	—
2.05 - 3.04	4	7	4	1.08	2.40	1.45	.10	.93	1.05	.05	.35	.53
3.05 - 4.04	5	5	5	2.28	2.70	.42	.47	.37	.26	.21	.17	.12
4.05 - 5.04	6	6	5	2.50	2.58	.16	.57	.68	.49	.23	.28	.22
5.05 - 6.04	9	9	8	3.27	3.97	.61	1.89	2.55	.91	.63	.85	.32
6.05 - 7.04	13	10	9	3.53	4.15	.61	1.26	1.91	.95	.35	.60	.32
7.05 - 8.04	6	7	5	4.90	4.93	.68	2.15	2.57	1.73	.88	.97	.78
8.05 - 9.04	2	3	2	6.60	7.87	.10	.28	2.25	1.13	.20	1.30	.80
9.05 - 10.04	4	2	2	8.65	9.60	.65	2.12	3.68	2.90	1.06	2.60	2.05
10.05 - 11.04	3	3	1	4.70	8.00	3.40	2.19	2.50	—	1.27	1.44	—
11.05 and above	2	—	—	7.80	—	—	.85	—	—	.60	—	—

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR END-OF-YEAR EXPECTANCY LEVELS
WORD STUDY SKILLS SUBTEST

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	—	—	—	—	—	—	—	—	—	—	—	—
1.05 - 2.04	4	4	4	1.25	2.00	.75	.17	.72	.54	.09	.36	.27
2.05 - 3.04	6	6	5	1.39	2.83	.92	.12	1.50	.66	.05	.61	.30
3.05 - 4.04	6	4	4	2.92	3.75	.52	1.33	1.52	.72	.54	.76	.36
4.05 - 5.04	5	6	3	2.58	3.32	.40	.80	.77	.61	.36	.31	.36
5.05 - 6.04	9	6	5	2.94	3.05	.76	1.40	1.21	1.20	.47	.50	.54
6.05 - 7.04	12	7	6	3.66	4.40	1.35	1.57	1.61	1.78	.45	.61	.54
7.05 - 8.04	7	5	5	4.09	5.32	1.64	1.95	1.60	1.49	.74	.72	.67
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	1	—	—	2.10	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 37
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR END-OF-YEAR EXPECTANCY LEVELS
ARITHMETIC SUBTEST

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	2	1	1	1.25	1.50	.60	.49	—	—	.35	—	—
1.05 - 2.04	11	11	11	1.22	1.65	.43	.15	.21	.10	.05	.06	.03
2.05 - 3.04	15	14	14	1.57	1.85	.29	.30	.32	.27	.08	.08	.07
3.05 - 4.04	20	17	16	1.97	2.30	.41	.56	.68	.27	.13	.16	.07
4.05 - 5.04	17	15	12	2.47	2.69	.18	.60	.78	.63	.15	.20	.18
5.05 - 6.04	15	12	12	2.61	5.22	.67	.43	.62	.59	.11	.18	.17
6.05 - 7.04	4	6	4	3.05	3.58	.72	.71	1.10	1.58	.36	.45	.79
7.05 - 8.04	—	1	—	—	4.30	—	—	—	—	—	—	—
8.05 - 9.04	—	1	—	—	2.60	—	—	—	—	—	—	—
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

STANFORD ACHIEVEMENT TEST

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR END-OF-YEAR EXPECTANCY LEVELS

SCIENCE & SOCIAL STUDIES SUBTEST

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05		—	—		—	—		—	—		—	—
1.05 - 2.04		—	—		—	—		—	—		—	—
2.05 - 3.04		—	—		—	—		—	—		—	—
3.05 - 4.04		2	1		2.90	.10		.28	—		.20	—
4.05 - 5.04		1	1		2.60	.50		—	—		—	—
5.05 - 6.04		2	1		4.05	—		.35	—		.25	—
6.05 - 7.04		3	3		4.83	1.17		.68	.57		.39	.33
7.05 - 8.04		1	1		5.80	.60		—	—		—	—
8.05 - 9.04		—	—		—	—		—	—		—	—
9.05 - 10.04		—	—		—	—		—	—		—	—
10.05 - 11.04		—	—		—	—		—	—		—	—
11.05 and above		—	—		—	—		—	—		—	—

TABLE 39
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR END-OF-YEAR EXPECTANCY LEVELS
ARITHMETIC COMPUTATION SUBTEST

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	4	1	1	5.20	2.20	—	2.08	—	—	1.04	—	—
1.05 - 2.04	2	2	2	1.95	2.65	.70	1.06	.21	1.27	.75	.15	.90
2.05 - 3.04	4	5	4	1.80	2.66	.30	.34	1.27	.18	.17	.57	.09
3.05 - 4.04	10	15	9	2.36	3.24	1.06	.87	1.10	.95	.28	.28	.32
4.05 - 5.04	17	26	15	3.04	3.22	.39	1.06	1.01	.94	.26	.20	.24
5.05 - 6.04	20	25	19	3.18	3.71	.50	1.20	.87	.72	.27	.17	.17
6.05 - 7.04	33	29	28	3.75	4.32	.61	.94	1.24	.94	.16	.23	.18
7.05 - 8.04	21	22	19	3.80	4.23	.44	1.10	1.04	.98	.24	,22	;22
8.05 - 9.04	19	17	14	4.27	5.16	.60	1.12	1.49	1.12	.2[illegible]	.36	.30
9.05 - 10.04	11	10	8	5.18	5.15	.39	1.66	2.76	2.37	.50	.87	.84
10.05 - 11.04	6	5	4	6.10	6.56	.25	.77	1.10	.39	.31	.49	.19
11.05 and above	5	3	3	6.72	6.43	1.17	2.17	.80	.84	.97	.46	.48

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR END-OF-YEAR EXPECTANCY LEVELS

ARITHMETIC CONCEPTS SUBTEST

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	3	—	—	7.13	—	—	.50	—	—	.29	—	—
1.05 - 2.04	1	1	1	3.60	4.50	.90	—	—	—	—	—	—
2.05 - 3.04	—	1	—	—	6.10	—	—	—	—	—	—	—
3.05 - 4.04	4	7	4	2.35	3.60	1.12	.60	1.31	1.03	.30	.49	.52
4.05 - 5.04	4	7	4	2.25	2.93	.42	.34	1.24	.36	.17	.47	.18
5.05 - 6.04	6	14	6	3.05	3.50	.52	.68	.86	.71	.28	.23	.29
6.05 - 7.04	10	11	7	4.28	5.28	1.56	1.13	1.46	.93	.36	.44	.35
7.05 - 8.04	8	11	7	4.75	5.98	1.12	.88	1.31	1.46	.31	.40	.55
8.05 - 9.04	2	4	2	5.55	7.12	1.35	1.06	.81	.21	.75	.40	.15
9.05 - 10.04	4	4	2	7.42	6.07	.40	1.47	.67	.84	.74	.33	.60
10.05 - 11.04	4	4	2	7.70	7.52	.35	2.51	1.80	2.76	1.25	.90	1.95
11.05 and above	2	1	—	12.00	6.00	—	.28	—	—	.20	—	—

TABLE 41
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR END-OF-YEAR EXPECTANCY LEVELS
ARITHMETIC APPLICATION SUBTEST

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	3	—	—	7.30	—	—	2.18	—	—	1.26	—	—
1.05 - 2.04	—	—	—	—	—	—	—	—	—	—	—	—
2.05 - 3.04	—	1	—	—	7.50	—	—	—	—	—	—	—
3.05 - 4.04	—	—	—	—	—	—	—	—	—	—	—	—
4.05 - 5.04	—	—	—	—	—	—	—	—	—	—	—	—
5.05 - 6.04	1	2	1	4.20	3.50	1.00	—	.42	—	—	.30	—
6.05 - 7.04	4	7	2	4.70	5.36	.15	1,05	1.49	.64	.52	.56	.45
7.05 - 8.04	4	8	3	4.72	5.66	1.83	1.01	1.38	.80	.51	.49	.46
8.05 - 9.04	—	3	—	—	8.37	—	—	.70	—	—	.41	—
9.05 - 10.04	4	2	2	6.40	8.70	1.95	1.58	3.96	1.34	.78	2.80	.95
10.05 - 11.04	3	3	1	7.00	8.70	.50	2.71	1.34	—	1.56	.78	—
11.05 and above	2	1	—	11.15	4.40	—	1.91	—	—	1.35	—	—

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR END-OF-YEAR EXPECTANCY LEVELS
LANGUAGE

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	2	—	—	6.80	—	—	3.11	—	—	2.20	—	—
1.05 - 2.04	—	—	—	—	—	—	—	—	—	—	—	—
2.05 - 3.04	—	1	—	—	3.50	—	—	—	—	—	—	—
3.05 - 4.04	1	1	1	2.30	2.80	.50	—	—	—	—	—	—
4.05 - 5.04	2	1	1	2.40	2.60	.10	.14	—	—	.10	—	—
5.05 - 6.04	2	2	1	2.85	2.70	.40	.35	—	—	.25	—	—
6.05 - 7.04	9	8	7	3.83	5.02	1.16	.96	1.38	.87	.32	.49	.33
7.05 - 8.04	5	5	4	4.54	5.42	1.38	.91	1.59	.33	.41	.71	.17
8.05 - 9.04	—	2	—	—	5.05	—	—	3.46	—	—	2.45	—
9.05 - 10.04	4	2	2	6.15	7.50	1.30	1.40	.57	.85	.70	.40	.60
10.05 - 11.04	3	3	1	3.83	6.00	2.30	1.20	1.81	—	.69	1.04	—
11.05 and above	2	—	—	7.15	—	—	.35	—	—	.25	—	—

STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR END-OF-YEAR EXPECTANCY LEVELS

SOCIAL STUDIES SUBTEST

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	3	—	—	6.97	—	—	.81	—	—	.47	—	—
1.05 - 2.04	—	—	—	—	—	—	—	—	—	—	—	—
2.05 - 3.04	—	—	—	—	—	—	—	—	—	—	—	—
3.05 - 4.04	—	—	—	—	—	—	—	—	—	—	—	—
4.05 - 5.04	—	—	—	—	—	—	—	—	—	—	—	—
5.05 - 6.04	1	1	1	4.10	4.50	.40	—	—	—	—	—	—
6.05 - 7.04	3	3	2	4.43	5.30	1.30	.76	1.31	1.13	.44	.76	.80
7.05 - 8.04	3	4	2	5.27	5.77	.80	1.80	1.93	1.13	1.04	.96	.80
8.05 - 9.04	—	2	—	—	5.15	—	—	1.06	—	—	.75	—
9.05 - 10.04	4	3	2	7.10	6.77	.40	1.29	2.93	.85	.65	1.69	.60
10.05 - 11.04	2	3	1	8.30	7.57	3.30	3.39	2.75	—	2.40	1.59	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR END-OF-YEAR EXPECTANCY LEVELS

SCIENCE SUBTEST

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	3	—	—	7.07	—	—	.51	—	—	.30	—	—
1.05 - 2.04	—	—	—	—	—	—	—	—	—	—	—	—
2.05 - 3.04	—	—	—	—	—	—	—	—	—	—	—	—
3.05 - 4.04	—	—	—	—	—	—	—	—	—	—	—	—
4.05 - 5.04	—	—	—	—	—	—	—	—	—	—	—	—
5.05 - 6.04	1	1	1	3.60	4.70	1.10	—	—	—	—	—	—
6.05 - 7.04	5	3	2	4.52	8.15	3.10	.98	2.37	2.83	.44	1.37	2.00
7.05 - 8.04	4	4	2	4.98	6.68	2.00	.95	1.72	1.70	.48	.86	1.20
8.05 - 9.04	1	2	—	6.20	5.90	—	—	.14	—	—	.10	—
9.05 - 10.04	5	3	2	6.90	7.80	1.85	2.56	3.24	.35	1.14	1.87	.25
10.05 - 11.04	4	3	—	8.18	9.03	—	3.72	2.29	—	1.86	1.32	—
11.05 and above	2	—	—	11.63	—	—	.64	—	—	.45	—	—

TABLE 45
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR PRETEST LEVELS

WORD READING SUBTEST

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	9	1	1.71	2.40	.52	—	.17	—
.55 -1.54	26	26	1.73	.40	.43	.37	.08	.07
1.55 - 2.54	41	41	2.32	.39	.60	.55	.09	.09
2.55 - 3.54	8	8	2.61	.28	.62	.68	.22	.24
3.55 - 4.54	2	2	2.35	1.05	.92	.92	.65	.65
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 46
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR PRETEST LEVELS

WORD MEANING SUBTEST

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	30	—	3.35	—	1.73	—	.32	—
.55 -1.54	2	2	5.30	4.10	5.23	5.52	3.70	3.90
1.55 - 2.54	15	15	2.87	.87	.62	.52	.16	.14
2.55 - 3.54	40	40	3.66	.60	.72	.66	.11	.10
3.55 - 4.54	27	27	4.64	.71	1.03	.91	.20	.17
4.55 - 5.54	19	18	5.67	.69	1.05	1.06	.24	.25
5.55 - 6.54	12	12	6.64	.66	1.10	1.30	.32	.38
6.55 - 7.54	7	7	7.16	.03	1.21	1.31	.46	.50
7.55 - 8.54	3	3	7.87	.33	.51	.35	.30	.20
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 47
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR PRETEST LEVELS

PARAGRAPH MEANING SUBTEST

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	21	2.	3.07	1.45	2.40	.07	.52	.05
.55 -1.54	32	32	1.99	.62	1.44	1.48	.26	.26
1.55 - 2.54	55	54	2.68	.73	.76	.70	.10	.10
2.55 - 3.54	47	47	3.53	.61	1.35	1.27	.20	.18
3.55 - 4.54	31	31	4.48	.45	1.23	1.11	.22	.20
4.55 - 5.54	16	16	5.44	.56	1.30	1.19	.32	.30
5.55 - 6.54	11	11	6.27	.05	1.59	1.51	.48	.45'
6.55 - 7.54	2	2	9.00	2.35	1.98	1.91	1.40	1.35
7.55 - 8.54	4	4	7.32	-.55	1.55	1/24	.78	.62
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	1	1	11.40	.20	—	—	—	—

TABLE 48
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR PRETEST LEVELS

VOCABULARY SUBTEST

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	6	—	2.77	—	.86	—	.35	—
.55 - 1.54	3	3	1.27	.07	.12	.23	.07	.13
1.55 - 2.54	9	9	2.63	.66	1.07	.92	.36	.31
2.55 - 3.54	—	—	—	—	—	—	—	—
3.55 - 4.54	2	2	4.[illegible]0	[illegible]	.57	.37	.40	.40
4.55 - 5.54	1	1	5.60	.80	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 49
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR PRETEST LEVELS

SPELLING SUBTEST

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	—	—	—	—	—	—	—	—
.55 -1.54	4	5	1.78	1.44	1.22	.91	.61	.41
1.55 - 2.54	7	13	2.40	.45	.93	.85	.35	.24
2.55 - 3.54	5	8	2.70	.20	.37	.30	.17	.11
3.55 - 4.54	6	4	2.58	1.28	.68	2.09	.28	1.04
4.55 - 5.54	9	4	3.97	.48	2.55	1.03	.85	.52
5.55 - 6.54	10	2	4.15	.60	1.91	1.84	.60	1.30
6.55 - 7.54	7	2	4.93	1.45	2.57	.78	.97	.55
7.55 - 8.54	3	2	7.87	.90	2.25	1.56	1.30	1.10
8.55 - 9.54	2	—	9.60	—	3.68	—	2.60	—
9.55 - 10.54	3	1	8.00	2.70	2.50	—	1.44	—
10.55 and above	—	1	—	1.40	—	—	—	—

TABLE 50
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR PRETEST LEVELS

WORD STUDY SKILLS SUBTEST

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	6	—	2.78	—	1.51	—	.61	—
.55 -1.54	9	9	2.16	.84	.69	.58	.23	.19
1.55 - 2.54	12	12	3.18	1.04	1.28	1.35	.37	.38
2.55 - 3.54	5	5	4.04	1.18	1.60	1.38	.72	.62
3.55 - 4.54	2	2	5.65	1.85	.49	.64	.35	.45
4.55 - 5.54	2	2	5.65	.45	.07	.07	.05	.05
5.55 - 6.54	2	2	6.25	.20	.64	—	.45	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 51
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR PRETEST LEVELS

ARITHMETIC SUBTEST

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	8	—	3.12	—	.77	—	.27	—
.55 - 1.54	25	25	1.65	.38	.23	.21	.05	.04
1.55 - 2.54	30	30	2.49	.45	.57	.37	.10	.07
2.55 - 3.54	14	14	3.40	.43	.96	1.04	.26	.28
3.55 - 4.54	1	1	3.50	.30	—	—	—	—
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 52
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR PRETEST LEVELS

SCIENCE & SOCIAL STUDIES SUBTEST

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	2	—	3.70	—	.85	—	.60	—
.55 -1.54	—	—	—	—	—	—	—	—
1.55 - 2.54	—	—	—	—	—	—	—	—
2.55 - 3.54	2	2	2.65	.20	.07	.42	.05	.30
3.55 - 4.54	4	4	4.58	.88	.76	.75	.35	.37
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	1	1	5.80	.60	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 53
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR PRETEST LEVELS

ARITHMETIC COMPUTATION SUBTEST

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	27	1	3.77	2.90	1.39	—	.27	—
.55 -1.54	6	6	2.43	1.10	.33	.39	.13	.16
1.55 - 2.54	21	20	2.75	.69	.72	.68	.16	.15
2.55 - 3.54	36	31	3.59	.64	.76	.75	.13	.14
3.55 - 4.54	38	37	4.29	.34	.81	.77	.13	.13
4.55 - 5.54	18	18	5.26	.19	1.11	1.13	.26	.27
5.55 - 6.54	11	10	7.17	1.35	2.03	1.88	.61	.59
6.55 - 7.54	3	3	5.57	1.27	1.66	1.55	.96	.90
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 54
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY Disturbed CHILDREN
STATISTICS FOR PRETEST LEVELS

ARITHMETIC CONCEPTS SUBTEST

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	30	—	4.68	—	1.66	—	.30	—
.55 -1.54	1	1	1.90	.40	—	—	—	—
1.55 - 2.54	5	5	2.32	.64	.81	.68	.36	.30
2.55 - 3.54	8	8	3.76	.93	1.10	1.12	.39	.40
3.55 - 4.54	8	8	5.21	1.33	.82	1.00	.29	.35
4.55 - 5.54	6	6	6.03	.95	1.34	1.35	.55	.55
5.55 - 6.54	5	5	7.54	1.36	.90	.75	.40	.34
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	1	1	7.00	1.00	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	1	1	9.30	1.60	—	—	—	—

TABLE 55
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR PRETEST LEVELS

ARITHMETIC APPLICATIONS SUBTEST

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	18	—	6.08	—	1.98	—	.47	—
.55 -1.54	—	—	—	—	—	—	—	—
1.55 - 2.54	—	—	—	—	—	—	—	—
2.55 - 3.54	—	—	—	—	—	—	—	—
3.55 - 4.54	2	2	3.80	.20	.85	1.13	.60	.80
4.55 - 5.54	3	3	6.40	1.53	.70	.92	.40	.53
5.55 - 6.54	2	2	6.75	.80	1.34	1.56	.95	1.10
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	1	1	11.50	2.90	—	—	—	—
9.55 - 10.54	1	1	9.10	.50	—	—	—	—
10.55 and above	—	—	—		—	—	—	—

TABLE 56
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR PRETEST LEVELS

LANGUAGE SUBTEST

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	8	—	4.42	—	2.04	—	.72	—
.55 -1.54	—	—	—	—	—	—	—	—
1.55 - 2.54	3	3	3.30	.90	1.04	1.06	.60	.61
2.55 - 3.54	2	2	2.95	.15	.35	.35	.25	.25
3.55 - 4.54	7	7	5.30	1.24	.79	.72	.30	.27
4.55 - 5.54	4	4	7.12	1.72	.35	.39	.17	.19
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	1	1	7.90	.70	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 56
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR PRETEST LEVELS

SOCIAL STUDIES SUBTEST

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	*Gain*	*Post*	*Gain*	*Post*	*Gain*	*Post*	*Gain*
Below .55	8	—	5.51	—	2.04	—	.72	—
.55 -1.54	—	—	—	—	—	—	—	—
1.55 - 2.54	—	—	—	—	—	—	—	—
2.55 - 3.54	—	—	—	—	—	—	—	—
3.55 - 4.54	2	2	4.30	.45	.28	.07	.20	.05
4.55 - 5.54	2	2	6.05	1.05	.92	1.48	.65	1.05
5.55 - 6.54	1	1	6.00	.20	—	—	—	—
6.55 - 7.54	1	1	8.60	1.60	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	1	1	10.00	1.00	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	1	1	7.40	3.30	—	—	—	—

TABLE 58
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN
STATISTICS FOR PRETEST LEVELS

SCIENCE SUBTEST

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	4	—	7.22	—	1.60	—	.80	—
.55 -1.54	—	—	—	—	—	—	—	—
1.55 - 2.54	—	—	—	—	—	—	—	—
2.55 - 3.54	—	—	—	—	—	—	—	—
3.55 - 4.54	5	3	5.98	2.43	1.99	2.31	.89	1.33
4.55 - 5.54	1	1	5.90	.80	—	—	—	—
5.55 - 6.54	4	2	7.62	2.40	1.47	1.15	.75	.80
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	1	1	11.30	2.10				
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	1	—	11.60	—	—	—	—	—

SECTION 2

PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN

Background Variables: The structure of the analyses is similar to those of the emotionally disturbed program, with a few exceptions.

Local age level was stratified into four levels according to birth date. The first level was 8/27/65 to 6/68, the second was 5/11/63 to 7/28/65, the third was 4/21/61 to 2/3/63 and the fourth was 1/54 to 4/15/61.

All other background variables are stratified in identical fashion to the emotionally disturbed program.

Trends: The tables are arranged in the same manner as for the emotionally disturbed program. Examining Table 1 for general, Total-sample measurement trends and Tables 45 to 58 for the relationship of gain to prior knowledge, one can conclude several things. First, with regard to growth measurement, the most adequately performing subtests are word meaning and spelling, with borderline contributions by paragraph meaning, vocabulary, and arithmetic computation. With regard to prior knowledge, the gains observed range from the typical, less-than-one-year growth observed with the other three programs to rather large gains of more than a year.

Other trends and isolated findings are self-explanatory from the tables and will not be gone into here.

TABLE I

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN

TOTAL SAMPLE STATISTICS

SUBTEST	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Word Reading	18	13	6	2.05	1.59	.12	.77	.33	.23	.18	.09	.09
Word Meaning	22	35	20	4.40	3.87	.23	2.20	1.72	1.70	.47	.29	.38
Paragraph Meaning	40	47	36	3.10	3.29	.58	1.83	1.92	1.05	.29	.28	.18
Vocabulary	18	13	6	2.41	1.72	---	1.23	.46	.46	.29	.13	.19
Spelling	39	45	36	3.06	3.40	.66	1.70	1.84	.60	.27	.27	.10
Word Study Skills	39	47	36	3.96	3.20	-.45	5.25	1.85	5.35	.84	.27	.89
Arithmetic	18	13	6	1.63	1.31	-.18	.54	.21	.66	.13	.06	.27
Science and Social Studies	13	26	11	3.04	3.39	1.04	.91	1.29	1.09	.25	.25	.33
Arithmetic Computation	22	35	20	3.92	3.69	.60	1.42	1.44	.75	.30	.24	.17
Arithmetic Concepts	23	34	20	3.90	3.40	.29	1.96	1.44	.88	.41	.25	.20
Arithmetic Applications	9	9	8	5.13	5.11	.09	.92	.84	.95	.31	.28	.34
Language	22	34	20	3.72	3.72	.74	1.57	1.54	.69	.34	.26	.15
Social Studies	9	9	8	5.23	5.18	.12	.71	.74	.67	.24	.25	.24
Science	9	9	8	5.54	6.04	.89	1.41	1.20	1.65	.47	.40	.58

TABLE 2

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

WORD READING

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD E OF MEASUREM		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	G
8/8/65 - 2/68	3	4	1	2.13	1.58	.40	.97	.32	—	.56	.16	
4/64 - 8/5/65	7	4	3	1.76	1.75	.07	.51	.45	.25	.19	.23	
1/13/63 - 3/64	6	2	1	2.45	1.50	.20	.98	.14	---	.40	.10	
1/11/62 - 1/10/63	2	3	1	1.75	1/45	-.10	.07	.32	---	.05	.19	
10/29/59 - 1/10/62	—	—	—	—	—	—	—	—	—	—	—	
9/5/55 - 10/28/59	—	—	—	—	—	—	—	—	—	—	—	

TABLE 3

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

WORD MEANING

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68	—	4	—	—	3.35	—	—	.54	—	—	.27	—
4/64 - 8/5/65	7	10	6	2.80	3.15	.65	.83	.28	.67	.31	.31	.2
1/13/63 - 3/64	9	13	8	4.90	4.42	.72	1.69	2.25	.92	.56	.62	.3
1/11/62 - 1/10/63	6	8	6	5.52	4.11	-.85	2.08	1.65	2.71	1.26	.58	1.1
10/29/59 - 1/10/62	—	—	—	—	—	—	—	—	—	—	—	—
9/5/55 - 10/28/59	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 4

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

PARAGRAPH MEANING

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68	3	8	2	1.93	2.48	1.15	.91	1.18	1.06	.52	.42	.7
4/64 - 8/5/65	14	13	12	2.20	2.47	.38	.78	1.00	.62	.21	.28	.1
1/13/63 - 3/64	15	15	14	3.75	4.37	1.04	2.08	2.60	1.14	.54	.67	.3
1/11/62 - 1/10/63	8	11	8	3.91	3.36	-.08	2.18	1.46	1.12	.77	.44	.4
10/29/59 - 1/10/62	—	—	—	—	—	—	—	—	—	—	—	—
9/5/55 - 10/28/59	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 5

STANDFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

VOCABULARY

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68	3	4	1	3.20	1.92	.50	1.73	.64	—	1.00	.32	—
4/64 - 8/5/65	7	4	3	2.26	1.72	—	.91	.39	.36	.34	.19	
1/13/63 - 3/64	6	2	1	2.25	1.35	.20	1.53	.07	---	.63	.05	--
1/11/62 - 1/10/63	2	3	1	2.25	1.70	-.70	.92	.44	---	.65	.25	--
10/29/59 - 1/10/62	—	—	—	—	—	—	—	—	—	—	—	—
9/5/55 - 10/28/59	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 6

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

SPELLING

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD E OF MEASURE		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	G
8/8/65 - 2/68	2	8	1	2.15	2.39	.90	.64	1.00	—	.45	.35	
4/64 - 8/5/65	14	14	13	2.34	2.76	.51	1.12	1.29	.52	.30	.35	
1/13/63 - 3/64	15	14	14	3.45	4.06	.76	1.58	1.89	.77	.41	.50	
1/11/62 - 1/10/63	8	9	8	3.82	4.29	.71	2.44	2.41	.41	.86	.80	
10/29/59 - 1/10/62	—	—	—	—	—	—	—	—	—	—	—	
9/5/55 - 10/28/59	—	—	—	—	—	—	—	—	—	—	—	

TABLE 7

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

WORD STUDY SKILLS

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68	3	8	2	2.47	2.65	1.30	1.01	1.41	1.27	.58	.50	
4/64 - 8/5/65	14	14	13	2.64	2.71	.18	1.36	1.36	.93	.36	.36	
1/13/63 - 3/64	15	15	14	5.71	4.11	-1.45	8.09	2.19	8.59	2.09	.57	2
1/11/62 - 1/10/63	7	10	7	3.49	2.95	-.01	2.08	1.92	.90	.79	.61	
10/29/59 - 1/10/62	—	—	—	—	—	—	—	—	—	—	—	—
9/5/55 - 10/28/59	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 8

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

ARITHMETIC

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68	3	4	1	2.10	1.45	.60	.87	.24	—	.50	.12	—
4/64 - 8/5/65	7	4	3	1.41	1.30	-.03	.18	.12	.15	.07	.06	.
1/13/63 - 3/64	6	2	1	1.50	1.05	-.02	.46	.07	—	.19	.05	—
1/11/62 - 1/10/63	2	3	1	2.05	1.30	-1.40	.92	.20	—	.65	.12	—
10/29/59 - 1/10/62	—	—	—	—	—	—	—	—	—	—	—	—
9/5/55 - 10/28/59	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 9

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

SCIENCE & SOCIAL STUDIES

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERRO OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gai
8/8/65 - 2/68	—	4	—	—	3.22	—	—	1.29	—	—	.64	—
4/64 - 8/5/65	7	10	6	2.80	3.96	1.53	.73	1.05	.72	.28	.33	.2
1/13/63 - 3/64	3	8	3	2.57	2.89	.80	.29	1.08	1.22	.17	.38	.7
1/11/62 - 1/10/63	3	4	2	4.07	3.15	-.10	1.08	2.07	1.41	.62	1.04	1.0
10/29/59 - 1/10/62	—	—	—	—	—	—	—	—	—	—	—	—
9/5/55 - 10/28/59	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 10

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

ARITHMETIC COMPUTATION

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
3/8/65 - 2/68	—	4	—	—	3.58	—	—	1.60	—	—	.80	—
4/64 - 8/5/65	7	10	6	2.76	3.17	1.00	.50	.71	.49	.19	.22	.20
1/13/63 - 3/64	9	13	8	4.70	4.01	.44	1.31	1.73	.75	.44	.48	.27
1/11/62 - 1/10/63	6	8	6	4.10	3.89	.40	1.55	1.60	.91	.63	.57	.37
10/29/59 - 1/10/62	—	—	—	—	—	—	—	—	—	—	—	—
9/5/55 - 10/28/59	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 11

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

ARITHMETIC CONCEPTS

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68	—	4	—	—	2.82	—	—	1.29	—	—	.64	—
[illegible]/64 - 8/5/65	8	10	7	2.29	2.84	.90	1.18	.93	.89	.42	.29	
1/13/63 - 3/64	9	13	8	5.14	3.83	-.19	1.93	1.62	.82	.64	.45	
1/11/62 - 1/10/63	6	7	5	4.17	3.74	.18	1.40	1.66	.49	.57	.63	
10/29/59 - 1/10/62	—	—	—	—	—	—	—	—	—	—	—	—
9/5/55 - 10/28/59	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 12

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

ARITHMETIC APPLICATIONS

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68	—	—	—	—	—	—	—	—	—	—	—	—
4/64 - 8/5/65	—	—	—	—	—	—	—	—	—	—	—	—
1/13/63 - 3/64	6	5	5	5.23	5.40	.14	1.04	.85	.65	.42	.38	.2
1/11/62 - 1/10/63	3	4	3	4.93	4.75	---	.76	.76	1.51	.44	.38	.
10/29/59 - 1/10/62	—	—	—	—	—	—	—	—	—	—	—	—
9/5/55 - 10/28/59	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 13

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

LANGUAGE

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68	—	3	—	—	3.43	—	—	.47	—	—	.27	—
4/64 - 8/5/65	7	10	6	2.63	2.97	.70	.47	.61	.42	.18	.19	.
1/13/63 - 3/64	9	13	8	4.23	4.26	1.12	1.78	1.83	.85	.59	.51	.
1/11/62 - 1/10/63	6	8	6	4.22	3.90	.27	1.62	1.89	.32	.66	.67	.
10/29/59 - 1/10/62	—	—	—	—	—	—	—	—	—	—	—	—
9/5/55 - 10/28/59	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 14

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

SOCIAL STUDIES

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68	—	—	—	—	—	—	—	—	—	—	—	—
4/64 - 8/5/65	—	—	—	—	—	—	—	—	—	—	—	—
1/13/63 - 3/64	6	5	5	5.23	5.62	.42	.79	.41	.71	.32	.19	.
1/11/62 - 1/10/63	3	4	3	5.23	4.65	-.37	.65	.72	.06	.38	.36	.
10/29/59 - 1/10/62	—	—	—	—	—	—	—	—	—	—	—	—
9/5/55 - 10/28/59	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 15

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

SCIENCE

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68	—	—	—	—	—	—	—	—	—	—	—	—
4/64 - 8/5/65	—	—	—	—	—	—	—	—	—	—	—	—
1/13/63 - 3/64	6	5	5	5.13	6.42	1.64	1.03	1.08	1.49	.42	.49	.
1/11/62 - 1/10/63	3	4	3	6.37	5.58	-.37	1.94	1.31	1.12	1.12	.66	.
10/29/59 - 1/10/62	—	—	—	—	—	—	—	—	—	—	—	—
9/5/55 - 10/28/59	—	—	—	—	—	—	—	—	—	—	—	—

PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR MAJOR AGE LEVEL

SUBTEST	BIRTH DATE OF 4/61 AND YOUNGER											
	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
WORD READING	16	11	5	2.09	1.63	.16	.81	.32	.23	.20	.10	.10
WORD MEANING	16	27	14	3.98	3.79	.69	1.72	1.76	.79	.43	.34	.21
PARAGRAPH MEANING	32	37	28	2.9[illegible]	3.22	.77	1.71	2.04	.97	.30	.34	.18
VOCABULARY	16	11	5	2.43	1.70	.14	1.29	.47	.34	.32	.14	.15
SPELLING	31	36	28	2.86	3.18	.65	1.44	1.63	.65	.26	.27	.12
WORD STUDY SKILLS	32	38	29	4.08	3.21	-.53	5.73	1.85	5.97	1.[illegible]	.30	1.11
ARITHMETIC	16	11	5	1.58	1.29	.06	.50	.22	.33	.13	.07	.15
SCIENCE AND SOCIAL STUDIES	10	22	9	2.73	3.44	1.29	.62	1.16	.91	.20	.25	.30
ARITHMETIC COMPUTATION	16	27	14	3.85	3.63	.68	1.41	1.42	.69	.35	.27	.19
ARITHMETIC CONCEPTS	17	27	15	3.80	3.31	.32	2.[illegible]5	1.40	.99	.52	.27	.26
ARITHMETIC APPLICATIONS	6	5	5	5.23	5.40	.14	1.04	.85	.65	.42	.38	.29
LANGUAGE	16	26	14	3.53	3.67	.94	1.56	1.46	.71	.30	.29	.19
SOCIAL STUDIES	6	5	5	5.23	5.62	.42	.79	.41	.71	.32	.19	.32
SCIENCE	6	5	5	5.13	6.42	1.64	1.03	1.08	1.49	.42	.49	.67

(PART TWO)

TABLE 16
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR MAJOR AGE LEVEL

SUBTEST	BIRTH DATE OF 3/61 AND OLDER											
	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
WORD READING	2	2	1	1.75	1.40	-.10	.07	.42	--	.05	.30	--
WORD MEANING	6	8	6	5.52	4.11	-.85	3.08	1.65	2.71	1.26	.58	1.11
PARAGRAPH MEANING	8	10	8	3.91	3.54	-.08	2.18	1.40	1.12	.77	.44	.40
VOCABULARY	2	2	1	2.25	1.85	-.70	.92	.49	--	.65	.35	--
SPELLING	8	9	8	3.82	4.29	.71	2.44	2.41	.41	.86	.80	.15
WORD STUDY SKILLS	7	9	7	3.49	3.13	-.01	2.08	1.94	.90	.79	.65	.34
ARITHMETIC	2	2	1	2.05	1.40	1.40	.92	.14	---	.65	.10	--
SCIENCE AND SOCIAL STUDIES	3	4	2	4.07	3.15	-.10	1.08	2.07	1.41	.62	1.04	1.00
ARITHMETIC COMPUTATION	6	8	6	4.10	3.89	.40	1.55	1.60	.91	.63	.57	.37
ARITHMETIC CONCEPTS	6	7	5	4.17	3.74	.18	1.40	1.66	.49	.57	.63	.22
ARITHMETIC APPLICATIONS	3	4	3	4.93	4.75		.76	.76	1.51	.44	.38	.87
LANGUAGE	6.	8	[illegible]	4.22	3.90	.27	1.62	1.89	.32	.66	.67	.13
SOCIAL STUDIES	3	4	3	5.23	4.65	-.37	.65	.72	.06	.38	.36	.03
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	.66	.65

TABLE 1.7
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR IQ LEVELS
WORD READING

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	8	6	3	1.80	1.43	.03	.74	.19	.21	.26	.08	.12
70.50 - 80.49	2	4	1	2.00	1.90	-.10	.28	.34	—	.20	.17	—
80.50 - 90.49	4	1	1	2.22	1.70	.30	.87	—	—	.43	—	—
90.50 - 100.49	1	1	—	3.20	1.10	—	—	—	—	—	—	—
100.50 - 110.49	2	—	—	2.25	—	—	.92	—	—	.65	—	—
110.50 - 120.49	1	1	1	1.30	1.70	.40	—	—	—	—	—	—
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 18

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN

STATISTICS FOR IQ LEVELS

WORD MEANING

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	2	7	1	3.70	2.53	1.50	2.40	.55	—	1.70	.21	—
70.50 - 80.49	2	4	2	4.55	3.95	.25	1.77	1.34	.21	1.25	.67	.15
80.50 - 90.49	7	9	6	4.49	4.11	—	2.15	1.64	.84	.81	.55	.34
90.50 - 100.49	8	9	8	3.99	3.83	-.02	2.66	1.80	2.58	.94	.60	.91
100.50 - 110.49	3	4	3	5.67	5.85	.93	2.06	2.30	.65	1.19	1.15	.38
110.50 - 120.49	—	1	—	—	4.00	—	—	—	—	—	—	—
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	1	—	—	2.90	—	—	—	—	—	—	—

TABLE 19
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR IQ LEVELS

PARAGRAPH MEANING

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	10	13	9	2.16	2.11	.52	1.51	.75	.59	.48	.21	.20
70.50 - 80.49	4	8	4	3.62	2.89	.25	2.14	1.82	.21	1.07	.64	.10
80.50 - 90.49	11	10	10	3.13	3.52	.39	1.38	1.23	.76	.42	.39	.24
90.50 - 100.49	9	9	8	3.60	4.08	.60	2.23	2.36	1.39	.74	.79	.[illegible]9
100.50 - 110.49	5	4	4	4.02	6.10	1.52	2.03	2.62	2.07	.91	1.31	1.03
110.50 - 120.49	1	2	1	1.10	2.35	.40	—	1.20	—	—	.85	—
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	1	—	—	3.00	—	—	—	—	—	—	—

TABLE 20
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR IQ LEVELS

VOCABULARY

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	8	6	3	1.50	1.52	.20	.31	.25	.10	.11	.10	.06
70.50 - 80.49	2	4	1	3.45	1.80	-.70	.78	.47	—	.55	.23	—
80.50 - 90.49	4	1	1	2.42	2.10	-.40	.10	—	—	.05	—	—
90.50 - 100.49	1	1	—	5.20	1.30	—	—	—	—	—	—	—
100.50 - 110.49	2	—	—	3.70	—	—	2.12	—	—	1.50	—	—
110.50 - 120.49	1	1	1	2.20	2.70	.50	—	—	—	—	—	—
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 21
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR IQ LEVELS
SPELLING

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gai
BELOW 70.50	10	10	9	2.08	2.37	.70	1.45	1.11	.56	.46	.35	.1
70.50 - 80.49	4	8	4	3.85	3.24	.50	2.13	2.11	.67	1.06	.74	.3
80.50 - 90.49	14	10	10	3.20	3.66	.44	1.14	1.34	.45	.34	.42	.1
90.50 - 100.49	9	10	9	3.48	4.12	.96	2.29	2.63	.80	.76	.83	.2
100.50 - 110.49	5	4	4	3.34	4.40	.65	1.39	.99	.37	.62	.49	.1
110.50 - 120.49	—	2	—	2.60		—	—	1.70	—	—	1.20	—
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	1	—	—	3.00	—	—	—	—	—	—	—

TABLE 22
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR IQ LEVELS
WORD STUDY SKILLS

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	10	13	9	1.92	1.93	.50	1.12	1.44	1.53	.35	.40	.51
70.50 - 80.49	4	8	4	3.50	2.66	-.28	1.25	1.50	1.02	.63	.53	.51
80.50 - 90.49	11	10	10	6.40	3.85	-2.88	9,35	1.66	9.92	2.82	.53	3.14
90.50 - 100.49	8	9	8	3.49	3.83	.68	1.88	1.74	1.02	.66	.58	.36
100.50 - 110.49	5	4	4	4.30	5.75	1.02	1.90	1.63	.78	.85	.82	.39
110.50 - 120.49	1	2	1	1.40	2.55	.40	—	1.06	—	—	.75	—
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	1	—	—	2.70	—	—	—	—	—	—	—

TABLE 23
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR IQ LEVELS

ARITHMETIC

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	8	6	5	1.31	1.18	-.13	.20	.17	.12	.07	.07	.07
70.50 - 80.49	2	4	1	2.05	1.40	-1.40	.92	.14	—	.65	.07	—
80.50 - 90.49	4	1	1	1.52	1.40	.10	.17	—	—	.09	—	—
90.50 - 100.49	1	1	—	2.30	1.20	—	—	—	—	—	—	—
100.50 - 110.49	2	—	—	2.60	—	—	—	—	—	—	—	—
110.50 - 120.49	1	1	1	1.10	1.70	.60	—	—	—	—	—	—
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 24
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR IQ LEVELS
SCIENCE & SOCIAL STUDIES

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	1	7	1	3.30	2.17	-1.10	—	.35	—	—	.13	—
70.50 - 80.49	1	2	—	3.60	2.80	—	—	1.70	—	—	1.20	—
80.50 - 90.49	5	7	4	3.22	4.06	1.32	1.20	1.49	.94	.54	.56	.47
90.50 - 100.49	5	6	5	2.54	3.82	1.24	.66	1.04	1.00	.30	.42	.45
100.50 - 110.49	1	2	1	3.80	4.30	1.00	—	.71	—	—	.50	—
110.50 - 120.49	—	1	—	—	2.90	—	—	—	—	—	—	—
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	1	—	—	4.60	—	—	—	—	—	—	—

TABLE 25
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR IQ LEVELS

ARITHMETIC COMPUTATION

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	2	7	1	3.55	2.17	1.20	2.90	.75	—	2.05	.28	—
70.50 - 80.49	2	4	2	4.55	4.05	1.50	.07	2.38	.21	.05	1.19	.15
80.50 - 90.49	7	9	6	3.63	3.53	.33	.79	.76	.66	.30	.25	.27
90.50 - 100.49	8	9	8	3.76	4.32	.70	1.67	1.33	.64	.59	.44	.23
100.50 - 110.49	3	4	3	4.83	5.02	—	1.78	1.10	.95	1.03	.55	.55
110.50 - 120.49	—	1	—	—	3.70	—	—	—	—	—	—	—
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	1	—	—	3.30	—	—	—	—	—	—	—

TABLE 26
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR IQ LEVELS
ARITHMETIC CONCEPTS

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	2	7	1	4.35	2.03	—	3.89	.56	—	2.75	.21	—
70.50 - 80.49	3	4	3	3.20	3.72	1.33	2.80	2.17	1.04	1.62	1.08	.60
80.50 - 90.49	7	8	5	3.46	3.24	.18	.87	.83	.19	.33	.29	.09
90.50 - 100.49	8	9	8	3.84	3.99	.30	1.69	1.38	.73	.60	.46	.26'
100.50 - 110.49	3	4	3	5.47	4.80	-.53	3.05	1.53	1.31	1.76	.76	.75
110.50 - 120.49	—	1	—	—	2.50	—	—	—	—	—	—	—
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	1	—	—	3.10	—	—	—	—	—	—	—

TABLE 27
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR IQ LEVELS
ARITHMETIC APPLICATION

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	1	—	—	5.10	—	—	—	—	—	—	—	—
70.50 - 80.49	1	2	1	4.90	4.40	-.30	—	.28	—	—	.20	—
80.50 - 90.49	2	2	2	4.60	5.40	.80	.71	.14	.85	.50	.10	.60
90.50 - 100.49	3	3	3	5.23	5.07	-.17	.35	1.05	1.29	.20	.61	.74
100.50 - 110.49	2	2	2	5.65	5.60	-.05	2.19	1.27	.92	1.55	.90	.65
110.50 - 120.49	—	—	—	—	—	—	—	—	—	—	—	—
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 28
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR IQ LEVELS
LANGUAGE

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	2	7	1	3.95	2.54	—	2.19	.60	—	1.55	.23	—
70.50 - 80.49	2	4	2	4.70	3.95	.45	2.12	2.05	.49	1.50	1.[illegible]3	.35
80.50 - 90.49	7	9	6	3.46	3.52	.53	1.16	1.15	.41	.44	.38	.17
90.50 - 100.49	8	9	8	3.51	4.13	.78	1.95	1.79	.68	.69	.60	.24
100.50 - 110.49	3	4	3	4.07	5.08	1.50	1.51	1.70	.98	.87	.85	.57
110.50 - 120.49	—	—	—	—	—	—	—	—	—	—	—	—
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	1	—	—	3.80	—	—	—	—	—	—	—

TABLE 29
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR IQ LEVELS
SOCIAL STUDIES

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	1	—	—	5.40	—	—	—	—	—	—	—	—
70.50 - 80.49	1	2	1	4.00	4.70	1.40	—	.99	—	—	.70	—
80.50 - 90.49	2	2	2	4.90	4.50	-.40	.42	.42	—	.30	.30	—
90.50 - 100.49	3	3	3	5.37	5.43	.07	.55	.29	.64	.32	.17	.37
100.50 - 110.49	2	2	2	5.90	6.00	.10	.71	.28	.42	.50	.20	.30
110.50 - 120.49	—	—	—	—	—	—	—	—	—	—	—	—
12[illegible].50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 30
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR IQ LEVELS

SCIENCE

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	1	—	—	6.90	—	—	—	—	—	—	—	—
70.50 - 80.49	1	2	1	4.90	4.75	.30	—	.64	—	—	.45	—
80.50 - 90.49	2	2	2	[illegible]	5.55	.25	.85	1.34	.49	.60	.95	.35
90.50 - 100.49	3	3	3	5.90	6.40	.50	2.27	.56	1.93	1.31	.32	1.12
100.50 - 110.49	2	2	2	4.90	7.30	2.40	1.13	1.13	2.26	.80	.80	1.60
110.50 - 120.49	—	—	—	—	—	—	—	—	—	—	—	—
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPED CHILDREN
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
Word Reading

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	2	1	—	1.55	1.70	—	.21	—	—	.15	—	—
1.05 - 2.04	1	5	1	1.30	1.62	.10	—	.50	—	—	.22	—
2.05 - 3.04	6	4	2	1.87	1.50	.30	.86	.27	.14	.35	.14	.10
3.05 - 4.04	4	1	1	2.18	.170	.30	.76	—	—	.38	—	—
4.05 - 5.04	2	1	1	2.20	1.50	-.20	.71	—	—	.50	—	—
5.05 - 6.04	2	—	—	3.20	—	—	—	—	—	—	—	—
6.05 - 7.04	—	—	—	—	—	—	—	—	—	—	—	—
7.05 - 8.04	—	—	—	—	—	—	—	—	—	—	—	—
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	1	1	1	1.80	1.70	-.10	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE-32

STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
WORD MEANING

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	1	2	—	5.40	2.05	—	—	.35	—	—	.25	—
1.05 - 2.04	—	2	—	—	2.85	—	—	.07	—	—	.05	—
2.05 - 3.04	—	4	—	—	2.28	—	—	.07	—	—	.05	—
3.05 - 4.04	2	4	2	2.90	3.50	.65	1.27	.14	1.20	.90	.07	.85
4.05 - 5.04	6	7	5	3.18	3.96	.70	1.40	1.03	.65	.57	.39	.29
5.05 - 6.04	3	6	3	2.73	3.08	.63	.90	.77	.25	.52	.32	.15
6.05 - 7.04	2	2	2	3.00	3.15	.15	.42	.78	.35	.30	.55	.25
7.05 - 8.04	5	5	5	5.40	6.36	.96	1.10	1.64	1.15	.49	.73	.51
8.05 - 9.04	2	2	2	7.90	7.30	1.60	1.27	—	1.27	.90	—	.90
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	1	1	1	9.50	3.50	-6.00	—	—	—	—	—	—

TABLE - 33

STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
PARAGRAPH MEANING

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	3	3	2	3.13	2.37	.80	2.74	.65	.85	1.85	.38	.60
1.05 - 2.04	1	7	1	1.10	1.76	.20	—	.74	—	—	.28	—
2.05 - 3.04	6	8	6	1/65	1.95	.43	.55	,53	,36	.22	.19	.15
3.05 - 4.04	6	5	5	2.33	3.14	.70	.77	1.24	.86	.31	.55	.38
4.05 - 5.04	8	7	6	2.79	3.61	.82	1.59	1.58	.70	.56	.60	.29
5.05 - 6.04	5	6	5	2.62	3.08	.48	.81	.78	.61	.36	.32	.27
6.05 - 7.04	2	2	2	3.35	3.80	.45	.78	.85	.07	.55	.60	.05
7.05 - 8.04	5	5	5	5.60	6.14	.54	1.04	1.91	1.32	.47	.85	.59
8.05 - 9.04	2	2	2	5.15	7.35	2.20	.21	2.76	2.97	.15	1.95	2.10
9.05 - 10.04	1	1	1	1.60	1.60	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	1	1	1	7.70	5.40	-2.30	—	—	—	—	—	—

TABLE- 34
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
VOCABULARY

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	2	1	—	1,45	2.20	—	.07	—	—	.05	—	—
1.05 - 2.04	1.	5	1	1.40	1.38	.10	—	.11	—	—	.05	—
2.05 - 3.04	6	4	2	1.75	1.75	.35	.52	.64	.21	.21	.32	.15
3.05 - 4.04	4	1	1	3.48	2.10	-.40	1.39	—	—	.70	—	—
4.05 - 5.04	2	1	1	2.10	2.00	.30	.57	—	—	.40	—	—
5.05 - 6.04	2	—	—	3.80	—	—	1.98	—	—	1.40	—	—
6.05 - 7.04	—	—	—	—	—	—	—	—	—	—	—	—
7.05 - 8.04	—	—	—	—	—	—	—	—	—	—	—	—
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	1	1	1	2.90	2.20	-.70	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE - 35

STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
SPELLING

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	3	3	2	2.97	2.23	.95	2.38	.55	.35	1.37	.32	.25
1.05 - 2.04	1	6	1	1.00	1.97	.30	—	.63	—	—	.26	—
2.05 - 3.04	5	6	5	2.00	2.42	.62	.86	1.33	.54	.38	.54	.24
3.05 - 4.04	6	5	5	2.57	3.14	.40	1.40	1.66	.80	.57	.74	.36
4.05 - 5.04	8	8	7	2.89	3.68	.79	1.74	2.02	.44	.62	.71	.17
5.05 - 6.04	6	5	6	2.78	3.20	.46	.64	.80	.59	.29	.33	.26
6.05 - 7.04	2	2	2	3.40	3.95	.55	.71	.64	.07	.50	.45	.05
7.05 - 8.04	5	5	5	3.90	4.86	.96	.35	.96	1.08	.16	.43	.48
8.05 - 9.04	2	2	2	4.85	5.45	.60	.64	.49	.14	.45	.35	.10
9.05 - 10.04	1	1	1	1.90	2.60	.70	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	1	1	1	9.20	10.20	1.00	—	—	—	—	—	—

TABLE -36
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
WORD STUDY SKILL

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	3	3	2	2.70	1.97	.20	2.01	.59	.28	1.16	.34	.20
1.05 - 2.04	1	7	1	1.40	1.74	-.20	—	.73	—	—	.27	—
2.05 - 3.04	6	8	6	1.53	2.28	1.06	.27	1.77	1.74	.11	.63	.71
3.05 - 4.04	6	5	5	3.32	3.14	-.32	1.68	2.03	1,45	.69	.91	.65
4.05 - 5.04	8	8	7	2.96	3.83	.96	1.16	1.56	.95	.41	.55	.36
5.05 - 6.04	5	6	5	9.76	2.87	-5.86	14.12	.44	14.01	6.31	.18	6.27
6.05 - 7.04	2	2	2	2.35	3.25	.90	.35	.21	.57	.25.	.15	.40
7.05 - 8.04	5	5	5	5.74	5.94	.20	1.78	1.05	1.17	.79	.47	.52
8.05 - 9.04	2	2	2	6.10	6.40	.30	.57	.99	.42	.40	.70	.30
9.05 - 10.04	1	1	1	2.70	1.40	-1.30	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE - 37

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
ARITHMETIC

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	2	7	—	1.30	1.31	—	—	.20	—	—	.07	—
1.05 - 2.04	1	5	1	1.20	1.30	—	—	.26	—	—	.12	—
2.05 - 3.04	6	—	2	1.35	—	.20	.30	—	.57	.12	—	.40
3.05 - 4.04	4	1	1	1.98	1.30	.10	.72	—	—	.36	—	—
4.05 - 5.04	2	—	1	1.50	—	-.20	.14	—	—	.10	—	—
5.05 - 6.04	2	—	—	1.90	—	—	.57	—	—	.40	—	—
6.05 - 7.04	—	—	—	—	—	—	—	—	—	—	—	—
7.05 - 8.04	—	—	—	—	—	—	—	—	—	—	—	—
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	1	—	1	2.70	—	-1.40	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE - 38

STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN

STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
SCIENCE & SOCIAL STUDIES

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	—	2	—	—	2.10	—	—	.42	—	—	.30	—
1.05 - 2.04	—	2	—	—	1.60	—	—	—	—	—	—	—
2.05 - 3.04	—	4	—	—	2.70	—	—	.62	—	—	.31	—
3.05 - 4.04	2	4	2	3.40	3.78	.45	.14	1.20	2.19	.10	.60	1.55
4.05 - 5.04	5	6	4	2.62	3.53	.95	.60	.96	.68	.27	.39	.34
5.05 - 6.04	3	6	3	2.90	4.18	1.93	.90	1.13	.83	.52	.46	.48
6.05 - 7.04	2	1	1	3.00	2.40	—	.85	—	—	.60	—	—
7.05 - 8.04	1	1	1	5.30	6.20	.90	—	—	—	—	—	—
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE -

STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
ARITHMETIC COMPUTATION

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	1	2	—	5.60	1.85	—	—	.21	—	—	.15	—
1.05 - 2.04	—	2	—	—	2.00	—	—	.42	—	—	.30	—
2.05 - 3.04	—	4	—	—	2.35	—	—	1.04	—	—	.52	—
3.05 - 4.04	2	4	2	2.15	3.55	1.00	.92	1.47	.28	.65	.74	.20
4.05 - 5.04	6.	7	5	3.02	3.99	1.32	.94	.95	.31	.38	.36	.14
5.05 - 6.04	3	6	3	3.17	3.27	.53	.38	.70	.06	.22	.28	.03
6.05 - 7.04	2	2	2	3.65	4.50	.85	1.20	2.40	1.20	.85	1.70	.85
7.05 - 8.04	5	5	5	5.04	5.24	.20	.83	1.07	.58	.37	.48	.26
8.05 - 9.04	2	2	2	5.10	4.65	-.45	1.84	.92	.92	1.30	.65	.65
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	1	1	1	6.00	5.90	-.10	—	—	—	—	—	—

TABLE - 40

STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
ARITHMETIC CONCEPTS

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	1	2	—	7.10	1.75	—	—	.49	—	—	.35	—
1.05 - 2.04	—	2	—	—	1.85	—	—	.78	—	—	.55	—
2.05 - 3.04	—	4	—	—	2.32	—	—	.61	—	—	.30	—
3.05 - 4.04	3	4	3	1.47	2.85	.87	1.40	1.17	1.42	.81	.58	.82
4.05 - 5.04	6	7	5	3.05	3.49	.76	1.36	1.35	.58	.56	.51	.26
5.05 - 6.04	3	6	3	2.57	2.87	.33	.15	.21	.21	.09	.08	.12
6.05 - 7.04	2	2	2	4.10	4.35	.25	.42	1.48	1.06	.30	1.05	.75
7.05 - 8.04	5	4	4	5.04	5.22	-.03	.60	.46	.25	.27	.23	.13
8.05 - 9.04	2	2	2	6.40	5.50	-.90	2.97	1.41	1.56	2.10	1.00	1.10
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	1	1	1	5.90	5.60	-.30	—	—	—	—	—	—

TABLE - 41

STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
ARITHMETIC APPLICATION

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	1	—	—	5.10	—	—	—	—	—	—	—	—
1.05 - 2.04	—	—	—	—	—	—	—	—	—	—	—	—
2.05 - 3.04	—	—	—	—	—	—	—	—	—	—	—	—
3.05 - 4.04	—	—	—	—	—	—	—	—	—	—	—	—
4.05 - 5.04	1	1	1	4.90	4.60	-.30	—	—	—	—	—	—
5.05 - 6.04	—	—	—	—	—	—	—	—	—	—	—	—
6.05 - 7.04	—	1	—	—	4.20	—	—	—	—	—	—	—
7.05 - 8.04	4	4	4	4.58	5.35	.78	.56	.60	.51	.28	.30	.25
8.05 - 9.04	2	2	2	6.15	5.90	-.25	1.48	.85	.64	1.05	.60	.45
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	1	1	1	5.60	4.00	-1.60	—	—	—	—	—	—

TABLE- 42
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
LANGUAGE

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	1	2	—	5.50	2.30	—	—	.85	—	—	.60	—
1.05 - 2.04	—	2	—	—	2.55	—	—	.49	—	—	.35	—
2.05 - 3.04	—	4	—	—	2.92	—	—	.56	—	—	.28	—
3.05 - 4.04	2	4	3	2.65	3.00	.25	.35	.59	.35	.25	.29	.25
4.05 - 5.04	6	6	5	3.05	3.75	.90	1.63	1.63	.38	.67	.66	.20
5.05 - 6.04	3	6	3	2.77	3.08	.67	.49	.98	.35	.28	.40	.20
6.05 - 7.04	2	2	2	2.75	3.20	.45	.64	.14	.24	.45	.10	.35
7.05 - 8.04	5	5	5	4.16	5.14	.98	1.33	1.09	1.22	.60	.49	.55
8.05 - 9.04	2	2	2	5.70	6.30	.60	.14	.99	.85	.10	.70	.60
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	1	1	1	6.70	7.50	.80	—	—	—	—	—	—

TABLE -

STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN

STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
SOCIAL STUDIES

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	1	—	—	5.40	—	—	—	—	—	—	—	—
1.05 - 2.04	—	—	—	—	—	—	—	—	—	—	—	—
2.05 - 3.04	—	—	—	—	—	—	—	—	—	—	—	—
3.05 - 4.04	—	—	—	—	—	—	—	—	—	—	—	—
4.05 - 5.04	1	1	1	4.00	5.40	1.40	—	—	—	—	—	—
5.05 - 6.04	—	—	—	—	—	—	—	—	—	—	—	—
6.05 - 7.04	—	1	—	—	4.00	—	—	—	—	—	—	—
7.05 - 8.04	4	4	4	5.05	5.18	.12	.41	.71	.57	.21	.36	.29
8.05 - 9.04	2	2	2	5.80	5.50	-.30	.85	.99	.14	.60	.70	.10
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	1	1	1	5.90	5.60	-.30	—	—	—	—	—	—

TABLE - 44

STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN

STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
SCIENCE

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	1	—	—	6.90	—	—	—	—	—	—	—	—
1.05 - 2.04	—	—	—	—	—	—	—	—	—	—	—	—
2.05 - 3.04	—	—	—	—	—	—	—	—	—	—	—	—
3.05 - 4.04	—	—	—	—	—	—	—	—	—	—	—	—
4.05 - 5.04	1	1	1	4.90	5.20	.30	—	—	—	—	—	—
5.05 - 6.04	—	—	—	—	—	—	—	—	—	—	—	—
6.05 - 7.04	—	1	—	—	4.30	—	—	—	—	—	—	—
7.05 - 8.04	4	4	4	4.90	5.85	.95	.59	.90	.95	.29	.45	.47
8.05 - 9.04	2	2	2	5.00	7.30	2.30	1.27	1.13	2.40	.90	.80	1.70
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	1	1	1	8.50	4.30	-1.60		—	—	—	—	—

TABLE 45
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR PRETEST LEVELS

WORD READING

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	7	—	1.59	—	.45	—	.17	—
.55 -1.54	4	4	1.60	.25	.14	.13	.07	.06
1.55 - 2.54	2	2	1.60	-.15	.14	.07	.10	.05
2.55 - 3.54	—	—	—	—	—	—	—	—
3.55 - 4.54	—	—	—	—	—	—	—	—
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 46
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN.
STATISTICS FOR PRETEST LEVELS

WORD MEANING

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	15	—	2.86	—	.79	—	.20	—
.55 -1.54	—	—	—	—	—	—	—	—
1.55 - 2.54	4	4	3.08	1.08	.68	.68	.34	.34
2.55 - 3.54	6	6	3.45	.47	.57	.33	.23	.14
3.55 - 4.54	2	2	4.00	.25	.57	.64	.40	.45
4.55 - 5.54	1	1	7.80	2.60	—	—	—	—
5.55 - 6.54	3	3	5.73	—	.15	.17	.09	.10
6.55 - 7.54	2	2	7.80	.95	.71	.92	.50	.65
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	2	2	5.40	-3.75	2/69	3.18	1.90	2.25
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 47
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN.
STATISTICS FOR PRETEST LEVELS

PARAGRAPH MEANING

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	11	—	2.06	—	.79	—	.19	—
.55 -1.54	7	7	1.71	.34	.51	.46	.19	.17
1.55 - 2.54	11	11	2.54	.65	.57	.59	.17	.18
2.55 - 3.54	7	7	3.67	.73	.68	.81	.26	.31
3.55 - 4.54	3	3	4.23	.33	.21	.47	.12	.27
4.55 - 5.54	4	4	6.50	1.25	2.17	2.26	1.09	1.13
5.55 - 6.54	2	2	7.55	1.25	1.20	1.48	.85	1.05
6.55 - 7.54	1	1	7.00	—	—	—	—	—
7.55 - 8.54	1	1	5.40	-2.30	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 48
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR PRETEST LEVELS
VOCABULARY

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	*Gain*	*Post*	*Gain*	*Post*	*Gain*	*Post*	*Gain*
Below .55	7	—	1.50	—	.32	—	.12	—
.55 -1.54	2	2	1.45	.15	.07	.07	.05	.05
1.55 - 2.54	3	3	2.27	.13	.38	.47	.22	.27
2.55 - 3.54	1	1	2.20	-.70	—	—	—	—
3.55 - 4.54	—	—	—	—	—	—	—	—
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 49
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN.
STATISTICS FOR PRETEST LEVELS
SPELLING

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	9	—	2.26	—	.84	—	.28	—
.55 -1.54	5	5	1.78	.58	.90	.67	.40	.30
1.55 - 2.54	11	11	2.47	.54	.61	.53	.18	.16
2.55 - 3.54	9	9	3.90	.89	1.05	.83	.35	.28
3.55 - 4.54	7	7	4.57	.56	.64	.48	.24	.18
4.55 - 5.54	2	2	5.75	.50	.07	—	.05	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	1	1	8.00	1.20	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	1	1	10.20	1.10	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 50
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR PRETEST LEVELS
WORD STUDY SKILLS

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	11	—	2.00	—	.79	—	.24	—
.55 -1.54	7	7	1.64	.26	.52	.45	.20	.17
1.55 - 2.54	11	11	2.95	.90	1.57	1.49	.47	.45
2.55 - 3.54	9	9	3.53	.48	1.43	1.28	.48	.43
3.55 - 4.54	—	—	—	—	—	—	—	—
4.55 - 5.54	2	2	6.25	.85	.35	.21	.25	.15
5.55 - 6.54	4	4	6.15	-.08	.97	.99	.49	.50
6.55 - 7.54	2	2	6.10	-1.00	.57	.57	.40	.40
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	1	1	3.10	20.90	—	—	—	—

TABLE 51

STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN.
STATISTICS FOR PRETEST LEVELS
ARITHMETIC

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	7	—	1.31	—	.20	—	.07	—
.55 -1.54	5	5	1.30	.06	.26	.33	.12	.15
1.55 - 2.54	—	—	—	—	—	—	—	—
2.55 - 3.54	1	1	1.30	-1.40	—	—	—	—
3.55 - 4.54	—	—	—	—	—	—	—	—
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 52
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN .
STATISTICS FOR PRETEST LEVELS
SCIENCE & SOCIAL STUDIES

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	15	—	2.89	—	1.00	—	.26	—
.55 -1.54	—	—	—	—	—	—	—	—
1.55 - 2.54	4	4	3.22	1.02	.99	1.20	.50	.60
2.55 - 3.54	4	4	3.92	.92	1.43	1.53	.71	.76
3.55 - 4.54	2	2	5.05	1.35	.35	.49	.25	.35
4.55 - 5.54	1	1	6.20	.90	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 53
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN.
STATISTICS FOR PRETEST LEVELS
ARITHMETIC COMPUTATION

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	15	—	2.68	—	1.11	—	.29	—
.55 -1.54	1	1	2.70	1.20	—	—	—	—
1.55 - 2.54	2	2	3.75	1.60	.35	—	.25	—
2.55 - 3.54	6	6	3.52	.65	.40	.38	.16	.16
3.55 - 4.54	4	4	4.52	.65	1.12	.71	.56	.36
4.55 - 5.54	3	3	5.40	.40	.87	1.11	.50	.64
5.55 - 6.54	4	4	5.85	-.05	.39	.76	.19	.38
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 54
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN.
STATISTICS FOR PRETEST LEVELS

ARITHMETIC CONCEPTS

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	15	1	2.48	2.50	.77	——	.20	——
.55 -1.54	——	——	——	——	——	——	——	——
1.55 - 2.54	4	4	2.45	.60	.84	.76	.42	.38
2.55 - 3.54	4	4	2.98	.28	.22	.21	.11	.10
3.55 - 4.54	4	4	4.52	.40	.90	.70	.45	.35
4.55 - 5.54	5	5	5.32	.08	.45	.32	.20	.14
5.55 - 6.54	1	1	5.60	-.30	——	——	——	——
6.55 - 7.54	——	——	——	——	——	——	——	——
7.55 - 8.54	1	1	6.50	-2.00	——	——	——	——
8.55 - 9.54	——	——	——	——	——	——	——	——
9.55 - 10.54	——	——	——	——	——	——	——	——
10.55 and above	——	——	——	——	——	——	——	——

TABLE 55
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN.
STATISTICS FOR PRETEST LEVELS
ARITHMETIC APPLICATION

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	1	—	4.20	—	—	—	—	—
.55 -1.54	—	—	—	—	—	—	—	—
1.55 - 2.54	—	—	—	—	—	—	—	—
2.55 - 3.54	—	—	—	—	—	—	—	—
3.55 - 4.54	2	2	5.10	1.00	.57	.57	.40	.40
4.55 - 5.54	4	4	5.28	.25	.62	.49	.31	.25
5.55 - 6.54	1	1	4.00	-1.60	—	—	—	—
6.55 - 7.54	1	1	6.50	-.70	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 56
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR PRETEST LEVELS
LANGUAGE

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	14	—	2.78	—	.68	—	.18	—
.55 -1.54	—	—	—	—	—	—	—	—
1.55 - 2.54	7	7	2.91	.69	.44	.49	.17	.18
2.55 - 3.54	7	7	4.21	1.00	1.06	.93	.40	.35
3.55 - 4.54	1	1	4.50	.50	—	—	—	—
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	4	4	6.45	.42	.68	.69	.34	.35
6.55 - 7.54	1	1	7.50	.80	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 57
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN
STATISTICS FOR PRETEST LEVELS

SOCIAL STUDIES

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	1	—	4.00	—	—	—	—	—
.55 -1.54	—	—	—	—	—	—	—	—
1.55 - 2.54	—	—	—	—	—	—	—	—
2.55 - 3.54	—	—	—	—	—	—	—	—
3.55 - 4.54	1	1	5.40	1.40	—	—	—	—
4.55 - 5.54	5	5	5.10	.02	.64	.55	.29	.25
5.55 - 6.54	2	2	5.90	-.25	.42	.07	.30	.05
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 58
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN.
STATISTICS FOR PRETEST LEVELS
SCIENCE

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	1	—	4.30	—	—	—	—	—
.55 -1.54	—	—	—	—	—	—	—	—
1.55 - 2.54	—	—	—	—	—	—	—	—
2.55 - 3.54	—	—	—	—	—	—	—	—
3.55 - 4.54	2	2	7.30	3.10	1.13	1.27	.80	.90
4.55 - 5.54	3	3	5.20	.37	.60	.50	.35	.29
5.55 - 6.54	2	2	6.50	.70	—	.14	—	.10
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	1	1	6.90	-1.60	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—		—	—	—	—

SECTION 3

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN INJURY

Background Variables: The basic nature of these variables is much as in the case of the emotionally disturbed program. Only specific differences will be pointed out here.

Local age level was stratified into six levels according to birth dates. The first level was 2/65 to 12/67, the second was 5/14/64 to 1/65, the third was 5/63 to 5/2/64, the fourth was 9/61 to 4/63, the fifth was 3/60 to 8/61, and the sixth was 2/57 to 2/60.

Global age level was stratified into two levels according to birth date. The first level was 11/60 or younger, while the second was 10/60 or older.

All other backgound variables have the same specifications as for the emotionally disturbed program.

Trends: Without belaboring what the reader can infer by himself by simply examining the following tables one sees a few differences from the emotionally disturbed children in terms of standard errors of measurement. The minimally brain injured children seem to have more stable performance throughout most of the 14 subtests (Table 1); the exceptions are vocabulary, word study skills, science and social studies, and arithmetic concepts.

When one looks at the relationship of gain to prior knowledge, the most crucial criterion (paragraph meaning) shows quite decent gains for such handicapped children over a school year.

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN INJURY

TOTAL SAMPLE STATISTICS

SUBTEST	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Word Reading	49	48	41	1.95	2.01	.25	.57	.60	.35	.08	.09	.05
Word Meaning	74	90	73	3.57	4.11	.45	1.58	1.78	.78	.18	.19	.09
Paragraph Meaning	129	139	126	3.01	3.57	.56	2.03	2.19	.87	.18	.19	.09
Vocabulary	18	11	10	2.35	2.88	.70	.87	1.04	.78	.21	.32	.25
Spelling	28	39	25	2.64	2.94	.44	1.86	1.87	.48	.35	.30	.10
Word Study Skills	18	17	17	2.08	2.58	.52	.48	1.24	1.04	.11	.30	.25
Arithmetic	55	39	36	2.55	2.95	.33	1.43	1.58	.49	.19	.25	.08
Science and Social Studies	14	14	13	3.32	3.61	.58	1.33	1.08	.83	.36	.29	.23
Arithmetic Computation	78	92	72	3.86	4.42	.62	1.61	1.55	1.04	.18	.16	.12
Arithmetic Concepts	24	33	22	4.72	4.29	.10	2.55	2.33	.87	.52	.40	.19
Arithmetic Applications		9			7.20			2.01			.67	
Language	11	13	10	2.43	3.18	.20	.47	1.22	.39	.14	.34	.12
Social Studies		3			6.93			.95			.55	
Science		4			8.88			.98			.49	

THERE WERE NO CHILDREN TAKING TEST 39, 41, Or 42.

TABLE 2

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR DETAILED AGE LEVELS

WORD READING SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68	11	15	11	1.56	1.75	.22	.62	.66	.22	.19	.17	.
4/64 - 8/5/65	17	15	13	2.14	2.25	.28	.61	.49	.29	.15	.13	
1/13/63 - 3/64	14	12	12	1.88	2.13	.34	.38	.62	.48	.10	.18	
1/11/62 - 1/10/63	4	4	3	1.95	1.75	.03	.52	.31	.38	.26	.16	.
10/29/59 - 1/10/62	2	2	2	2.55	2.65	.10	.21	.07	.14	.15	.05	.
9/5/55 - 10/28/59	1	--	--	1.60	--	--	--	--	--	--	--	-

TABLE 3

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR DETAILED AGE LEVELS

WORD MEANING SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERRO OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gai
8/8/65 - 2/68	2	2	2	3.00	4.15	1.15	.99	2.19	1.20	.70	1.55	.8
4/64 - 8/5/65	5	10	5	3.54	3.70	.22	1.17	.73	1.01	.52	.23	.4
1/13/63 - 3/64	13	15	13	3.00	3.43	.56	1.73	1.68	.32	.48	.43	.0
1/11/62 - 1/10/63	22	23	22	2.98	3.27	.34	1.26	-1.19	.66	.27	.25	.
10/29/59 - 1/10/62	18	20	17	4.41	5.14	.61	1.63	1.95	1.14	.38	.44	.2
9/5/55 - 10/28/59	14	20	14	4.01	4.77	.34	1.61	1.98	.61	.43	.44	.

TABLE 4

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR DETAILED AGE LEVELS

PARAGRAPH MEANING SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERRO OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gai
8/3/65 - 2/68	12	11	9	1.69	2.25	.53	.37	.89	.69	.11	.27	.2
4/64 - 8/5/65	21	25	21	2.04	2.55	.60	.70	1.17	.82	.15	.23	.1
1/13/63 - 3/64	26	27	26	2.22	2.78	.61	1.51	1.93	.61	.30	.37	.1
1/11/62 - 1/10/63	26	26	26	2.48	3.05	.57	1.13	1.34	.78	.22	.26	.1
10/29/59 - 1/10/62	22	25	22	5.08	5.14	.23	2.53	2.72	.78	.54	.54	.1
9/5/55 - 10/28/59	22	25	22	4.16	5.00	.79	2.26	2.23	1.32	.48	.45	.2

TABLE 5

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR DETAILED AGE LEVELS

VOCABULARY SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68	—	—	—	—	—	—	—	—	—	—	—	—
4/64 - 8/5/65	8	5	4	2.80	3.40	1.25	1.10	1.32	.86	.39	.59	.
1/13/63 - 3/64	8	5	5	2.04	2.64	.44	.46	.30	.47	.16	.13	.
1/11/62 - 1/10/63	2	1	1	1.80	1.50	-.20	.14	—	—	.10	—	—
10/29/59 - 1/10/62	—	—	—	—	—	—	—	—	—	—	—	—
9/5/55 - 10/28/59	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 6

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR DETAILED AGE LEVELS

SPELLING SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERRO OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gai
8/8/65 - 2/68	—	—	—	—	—	—	—	—	—	—	—	—
4/64 - 8/5/65	5	8	5	2.12	2.66	.64	.97	1.05	.63	.44	.37	.2
1/13/63 - 3/64	8	12	8	1.94	2.35	.46	.39	.79	.42	.14	.23	.1
1/11/62 - 1/10/63	8	11	8	1.88	1.94	.30	.96	.87	.49	.34	.26	.1
10/29/59 - 1/10/62	4	2	2	5.20	8.30	.70	3.13	2.26	.57	1.56	1.60	.4
9/5/55 - 10/28/59	3	6	2	4.03	4.52	.15	2.27	1.87	.21	1.31	.76	.

TABLE 7

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR DETAILED AGE LEVELS

WORD STUDY SKILL SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68	—	—	—	—	—	—	—	—	—	—	—	
4/64 - 8/5/65	5	5	5	2.06	3.28	1.22	.57	2.06	1.59	.26	.92	
1/13/63 - 3/64	6	6	6	2.08	2.38	.30	.66	.59	.63	.27	.24	
1/11/62 - 1/10/63	5	5	5	2.06	2.28	.22	.30	.74	.64	.13	.33	
10/29/59 - 1/10/62	1	—	—	2.40	—	—	—	—	—	—	—	
9/5/55 - 10/28/59	1	1	1	2.00	1.80	6.00	—	—	—	—	—	

TABLE 8

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR DETAILED AGE LEVELS

ARITHMETIC SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERRO OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gai
8/8/65 - 2/68	12	6	5	1.72	1.73	-.20	.53	.78	.15	.15	.32	.0
4/64 - 8/5/65	14	10	8	2.06	2.63	.61	.52	.64	.39	.14	.20	.1
1/13/63 - 3/64	14	11	11	2.39	2.44	.27	1.02	.52	.28	.27	.16	.0
1/11/62 - 1/10/63	5	4	4	1.92	2.02	.15	.45	.54	.29	.20	.27	.1
10/29/59 - 1/10/62	7	6	6	4.46	4.95	.50	1.51	1.47	.94	.57	.60	.3
9/5/55 - 10/28/59	3	2	2	5.40	6.95	.30	2.41	1.06	.42	1.39	.75	.3

TABLE 9

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR DETAILED AGE LEVELS

SCIENCE & SOCIAL STUDIES SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68	—	—	—	—	—	—	—	—	—	—	—	—
4/64 - 8/5/65	3	3	3	2.13	2.60	.47	.42	.36	.75	.24	.21	.4
1/13/63 - 3/64	3	4	3	3.03	3.20	.37	1.00	.61	.47	.58	.30	.2
1/11/62 - 1/10/63	6	6	6	3.50	4.15	.65	1.30	1.11	1.12	.53	.45	.4
10/29/59 - 1/10/62	1	—	—	6.00	—	—	—	—	—	—	—	—
9/5/55 - 10/28/59	1	1	1	4.00	5.10	1.10	—	—	—	—	—	—

TABLE 10

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR DETAILED AGE LEVELS

ARITHMETIC COMPUTATION SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68	2	3	2	2.25	2.60	.75	.49	.72	.21	.35	.42	.1
4/64 - 8/5/65	6	10	4	3.13	4.07	1.38	2.23	3.19	2.57	.91	1.01	1.2
1/13/63 - 3/64	13	15	13	2.65	3.83	1.13	.91	.91	.71	.25	.23	.2
1/11/62 - 1/10/63	22	23	22	3.15	3.88	.78	.94	1.15	.73	.20	.24	.1
10/29/59 - 1/10/62	16	18	16	4.72	4.88	.20	1.26	.84	.99	.31	.20	.2
9/5/55 - 10/28/59	19	23	18	5.17	5.38	.26	1.46	1.08	.98	.33	.23	.2

TABLE 11

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR DETAILED AGE LEVELS

ARITHMETIC CONCEPTS SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68	—	—	—	—	—	—	—	—	—	—	—	—
4/64 - 8/5/65	1	7	1	3.60	2.84	-.50	—	.50	—	—	.19	—
1/13/63 - 3/64	4	6	4	2.75	3.05	.08	.47	.99	.44	.23	.40	.
1/11/62 - 1/10/63	7	9	6	3.00	3.08	.20	.78	.81	.76	.29	.27	.
10/29/59 - 1/10/62	4	3	3	6.68	6.90	-.90	2.60	1.57	1.60	1.30	.91	.
9/5/55 - 10/28/59	8	8	8	6.38	6.86	.49	2.68	2.58	.61	.95	.91	.

TABLE 12

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR DETAILED AGE LEVELS

ARITHMETIC APPLICATION SUBTEST

NO CHILDREN TOOK THE TESTS #11 or #39

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERRO OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gai
8/8/65 - 2/68		—			—			—			—	
4/64 - 8/5/65		—			—			—			—	
1/13/63 - 3/64		—			—			—			—	
1/11/62 - 1/10/63		—			—			—			—	
10/29/59 - 1/10/62		3			7.43			57			33	
9/5/55 - 10/28/59		6			7.08			2.50			1.02	

TABLE 13

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR DETAILED AGE LEVELS

LANGUAGE SUBTEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD E OF MEASURE	
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post
8/8/65 - 2/68	—	—	—	—	—	—	—	—	—	—	—
4/64 - 8/5/65	1	1	1	2.80	3.00	.20	—	—	—	—	—
1/13/63 - 3/64	3	3	3	2.37	2.60	.23	.21	.78	.59	.12	.45
1/11/62 - 1/10/63	5	5	5	2.44	2.66	.22	.69	.59	.39	.31	.26
10/29/59 - 1/10/62	1	—	—	2.30	—	—	—	—	—	—	—
9/5/55 - 10/28/59	1	4	1	2.30	4.32	—	—	1.60	—	—	.80

TABLE 14

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR DETAILED AGE LEVELS

SOCIAL STUDIES SUBTEST

- NO CHILDREN TOOK TEST #13, or #41

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERRO OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gai
8/8/65 - 2/68		—			—			—			—	
4/64 - 8/5/65		—			—			—			—	
1/13/63 - 3/64		—			—			—			—	
1/11/62 - 1/10/63		—			—			—			—	
10/29/59 - 1/10/62		—			—			—			—	
9/5/55 - 10/28/59		3			6.93			.93			.55	

TABLE 15

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR DETAILED AGE LEVELS

SCIENCE SUBTEST

- NO CHILDREN TOOK TESTS #14, or #42

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
8/8/65 - 2/68		—			—			—			—	
4/64 - 8/5/65		—			—			—			—	
1/13/63 - 3/64		—			—			—			—	
1/11/62 - 1/10/63		—			—			—			—	
10/29/59 - 1/10/62		—			—			—			—	
9/5/55 - 10/28/59		4			8.88			.98			.49	

TABLE 16 (PART ONE)
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR MAJOR AGE LEVEL

NO CHILDREN TOOK TESTS 11, 13, 14, 39, 41, 42

SUBTEST	BIRTH DATE OF 4/66 AND YOUNGER											
	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
WORD READING	48	48	41	1.93	2.04	.25	.57	.60	.35	.08	.09	.05
WORD MEANING	47	55	47	3.24	3.67	.52	1.51	1.56	.76	.22	.21	.11
PARAGRAPH MEANING	92	96	89	2.31	2.83	.55	1.28	1.51	.71	.13	.15	.07
VOCABULARY	18	11	10	2.35	2.88	.70	.87	1.04	.78	.21	.32	.25
SPELLING	21	31	21	1.96	2.28	.44	.76	.90	.50	.16	.16	.11
WORD STUDY SKILLS	16	16	16	2.07	2.63	.56	.51	1.27	1.06	.13	.32	.27
ARITHMETIC	47	33	30	2.17	2.46	.28	.93	.92	.36	.14	.16	.07
SCIENCE AND SOCIAL STUDIES	12	13	12	3.04	3.50	.53	1.15	1.04	.86	.33	.29	.25
ARITHMETIC COMPUTATION	48	56	46	3.07	3.92	.93	1.21	1.62	.97	.17	.22	.04
ARITHMETIC CONCEPTS	12	22	11	2.97	3.00	.09	.67	.75	.63	.19	.16	.19
ARITHMETIC APPLICATIONS		—			—			—			—	
LANGUAGE	9	9	9	2.46	2.68	.22	.52	.58	.40	.17	.19	.13
SOCIAL STUDIES		—			—			—			—	
SCIENCE												

STANFORD ACHIEVEMENT TEST

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR MAJOR AGE LEVEL

NO CHILDREN TOOK TESTS 11,13,14,39,41,42

SUBTEST	BIRTH DATE OF 3/61 AND OLDER											
	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
WORD READING	1	—	—	1.60	—	—	—	—	—	—	—	—
WORD MEANING	27	35	26	4.13	4.80	.34	1.58	1.91	.81	.30	.32	.16
PARAGRAPH MEANING	37	43	37	4.74	5.23	.58	2.50	2.56	1.18	.41	.39	.19
VOCABULARY	—	—	—	—	—	—	—	—	—	—	—	—
SPELLING	7	8	4	4.70	5.46	.42	2.65	2.51	.47	1.00	.89	.24
WORD STUDY SKILLS	2	1	1	2.20	1.80	-.20	.28	—	—	.20	—	—
ARITHMETIC	8	6	6	4.74	5.68	.60	1.90	1.72	.91	.67	.70	.37
SCIENCE AND SOCIAL STUDIES	2	1	1	5.00	5.10	1.10	1.41	—	—	1.00	—	—
ARITHMETIC COMPUTATION	30	36	29	5.11	5.20	.13	1.35	1.05	.96	.25	.17	.18
ARITHMETIC CONCEPTS	12	11	11	6.48	6.87	.10	2.53	2.26	1.10	.73	.68	.33
ARITHMETIC APPLICATIONS		9			7.20			2.01			.67	
LANGUAGE	2	4	1	2.30	4.32	—	—	1.60	—	—	.80	—
SOCIAL STUDIES		3			6.93			.95			.55	
SCIENCE		4			8.88			.98			.49	

TABLE 17
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR IQ LEVELS

WORD READING SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	2	1	1	2.00	1.80	.10	.42	--	--	.30	--	--
70.50 - 80.49	5	4	4	1.40	1.55	.20	.21	.13	.18	.09	.06	.09
80.50 - 90.49	22	23	21	1.84	2.10	.31	.52	.71	.43	.11	.15	.09
90.50 - 100.49	12	15	11	1.99	2.00	.13	.55	.44	.24	.16	.11	.07
100.50 - 110.49	4	2	2	2.42	2.80	.45	.39	.57	.21	.20	.40	.15
110.50 - 120.49	4	3	2	2.32	2.00	.25	.91	.61	.21	.46	.35	.15
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 1.8
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR IQ LEVELS

WORD MEANING SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	1	2	1	3.30	2.60	-.10	--	.85	--	--	.60	--
70.50 - 80.49	13	16	13	3.03	3.84	.28	.91	1.81	.67	.25	.45	.18
80.50 - 90.49	24	27	24	3.10	3.28	.10	1.01	1.01	.61	.21	.20	.12
90.50 - 100.49	18	22	18	4.06	4.83	.61	2.10	2.17	.96	.50	.46	.23
100.50 - 110.49	13	17	13	3.55	4.56	.90	1.15	1.43	.60	.32	.35	.17
110.50 - 120.49	4	5	3	4.50	4.42	1.37	2.54	1.61	.60	1.27	.72	.35
120.50 - 130.49	1	1	1	8.30	9.00	.70	___	___	___	___	___	___
130.50 AND ABOVE	___	___	___	___	___	___	___	___	___	___	___	___

TABLE 1.9
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR IQ LEVELS

PARAGRAPH MEANING SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	3	3	3	2.03	2.37	.33	.75	1.07	.32	.43	.62	.19
70.50 - 80.49	17	19	16	2.58	3.28	.50	1.05	1.44	1.01	.25	.33	.25
80.50 - 90.49	44	46	42	2.16	2.68	.45	.92	1.07	.77	.14	.16	.12
90.50 - 100.49	35	38	35	3.11	3.68	.59	1.77	2.17	.90	.30	.35	.15
100.50 - 110.49	21	22	21	4.[illegible]3	4.98	.86	2.85	2.93	.86	.62	.63	.19
110.50 - 120.49	7	9	7	3.74	3.72	.46	2.56	2.13	.66	.97	.71	.25
120.50 - 130.49	2	2	2	9.80	10.25	.45	.85	1.77	2.62	.60	1.25	1.85
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 20
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR IQ LEVELS

VOCABULARY SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	2	—	—	1.80	—	—	.42	—	—	.30	—	—
70.50 - 80.49	3	2	2	1.53	1.40	-.05	.29	.14	.21	.17	.10	.15
80.50 - 90.49	5	5	4	2.14	3.12	.98	.28	.74	.76	.12	.33	.38
90.50 - 100.49	3	2	2	2.07	2.45	.15	.72	.35	.49	.42	.25	.35
100.50 - 110.49	3	1	1	3.43	4.40	1.80	.91	—	—	.52	—	—
110.50 - 120.49	2	1	1	3.45	4.00	1.10	.78	—	—	.55	—	—
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 21
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR IQ LEVELS

SPELLING SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	—	1	—	—	2.00	—	—	—	—	—	—	—
70.50 - 80.49	5	8	5	1.32	1.80	.40	.83	1.08	.49	.37	.38	.22
80.50 - 90.49	8	12	7	2.09	2.30	.37	.57	.82	.54	.20	.24	.20
90.50 - 100.49	5	6	4	2.32	2.78	.22	1.38	1.32	.34	.62	.54	.17
100.50 - 110.49	7	9	6	4.26	4.71	.57	2.50	2.55	.58	.94	.85	.24
110.50 - 120.49	2	2	2	1.70	2.60	.90	.71	.99	.28	.50	.70	.20
120.50 - 130.49	1	1	1	5.90	6.20	.30	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 22
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR IQ LEVELS

WORD STUDY SKILLS SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	—	—	—	—	—	—	—	—	—	—	—	—
70.50 - 80.49	4	4	4	1.75	1.65	-.10	.38	.17	.22	.19	.09	.11
80.50 - 90.49	7	6	6	2.24	2.97	.75	.51	1.26	1.28	.19	.52	.52
90.50 - 100.49	2	2	2	1.60	1.70	.10	.14	.28	.14	.10	.20	.10
100.50 - 110.49	3	3	3	2.33	3.80	1.47	.23	1.57	1.36	.13	.91	.78
110.50 - 120.49	2	2	2	2.30	2.35	.05	.71	1.06	.35	.50	.75	.25
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 23
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR IQ LEVELS

ARITHMETIC SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	2	1	1	2.10	2.20	.30	.28	—	—	.20	—	—
70.50 - 80.49	7	6	6	2.26	2.37	.22	1.09	1.25	.29	.41	.51	.12
80.50 - 90.49	23	16	16	2.29	2.87	.36	1.28	1.62	.65	.27	.40	.16
90.50 - 100.49	14	9	7	2.34	2.32	.37	1.31	.76	.21	.35	.25	.08
100.50 - 110.49	6	4	4	4.00	4.92	.20	1.90	2.04	.28	.78	1.02	.14
110.50 - 120.49	3	3	2	3.53	4.10	.65	1.88	1.47	.92	1.08	.85	.65
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 24
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR IQ LEVELS

SCIENCE & SOCIAL STUDIES SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	—	1	—	—	2.60	—	—	—	—	—	—	—
70.50 - 80.49	5	5	5	2.62	3.48	.86	.91	1.19	1.09	.41	.53	.49
80.50 - 90.49	6	5	5	4.10	4.10	.38	1.26	1.20	.63	.51	.54	.28
90.50 - 100.49	—	—	—	—	—	—	—	—	—	—	—	—
100.50 - 110.49	2	2	2	3.40	3.60	.20	1.98	.99	.99	1.40	.70	.70
110.50 - 120.49	1	1	1	2.00	2.90	.90	—	—	—	—	—	—
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 25
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR IQ LEVELS

ARITHMETIC COMPUTATION SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	1	2	1	2.30	4.10	2.30	—	.71	—	—	.50	—
70.50 - 80.49	11	13	10	3.57	4.52	.69	1.54	1.50	.82	.47	.42	.26
80.50 - 90.49	23	27	23	3.37	3.82	.53	1.22	1.08	.87	.25	.21	.18
90.50 - 100.49	23	25	[illegible]	[illegible].09	4.66	.56	1.49	1.20	.84	.31	.24	.18
100.50 - 110.49	15	18	15	4.47	4.86	.73	2.18	2.43	1.54	.56	.57	.40
110.50 - 120.49	3	5	3	3.37	3.96	.10	1.68	.85	1.47	.97	.38	.85
120.50 - 130.49	2	2	2	5.20	6.40	1.20	1.13	.57	.57	.80	.40	.40
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 26
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR IQ LEVELS

ARITHMETIC CONCEPTS SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	1	2	1	2.60	3.15	1.20	—	.92	—	—	.65	—
70.50 - 80.49	3	5	3	2.50	2.34	-.06	.35	.51	.29	.20	.23	.17
80.50 - 90.49	7	8	5	3.17	3.08	.02	.79	.94	.56	.30	.33	.25
90.50 - 100.49	5	6	5	5.60	5.90	.58	1.51	1.88	.65	.68	.77	.29
100.50 - 110.49	6	9	6	6.82	5.40	-.30	3.05	2.87	1.33	1.25	.96	.54
110.50 - 120.49	1	2	1	2.90	3.15	.50	—	.35	—	—	.25	—
120.50 - 130.49	1	1	1	9.20	8.60	-.60	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 27
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR IQ LEVELS

ARITHMETIC APPLICATION SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50		—			—			—			—	
70.50 - 80.49		—			—			—			—	
80.50 - 90.49		1			4.10			—			—	
90.50 - 100.49		3			7.73			.29			.17	
100.50 - 110.49		4			6.68			1.59			.79	
110.50 - 120.49		—			—			—			—	
120.50 - 130.49		1			10.80			—			—	
130.50 AND ABOVE		—			—			—			—	

NO CHILDREN TOOK TESTS #11, or #39.

TABLE 28
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR IQ LEVELS

LANGUAGE SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	—	—		—	—		—	—		—	—	
70.50 - 80.49	3	3	3	2.17	2.23	.06	.16	.31	.31	.07	.18	.18
80.50 - 90.49	5	4	4	2.34	2.78	.42	.45	.56	.49	.20	.28	.25
90.50 - 100.49	—	2	--	—	4.50	--	—	.85	--	—	.60	--
100.50 - 110.49	2	3	2	3.10	4.17	.15	.42	1.61	.07	.30	.93	.05
110.50 - 120.49	1	1	1	2.30	2.10	.20	—	—	—	—	—	—
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 29
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR IQ LEVELS

SOCIAL STUDIES SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50		—			—			—			—	
70.50 - 80.49		—			—			—			—	
80.50 - 90.49		—			—			—			—	
90.50 - 100.49		2			6.45			.64			45	
100.50 - 110.49.		1			7.90			—			—	
110.50 - 120.49		—			—			—			—	
120.50 - 130.49		—			—			—			—	
130.50 AND ABOVE		—			—			—			—	

NO CHILDREN TOOK TESTS 13, Or 41

TABLE 30
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR IQ LEVELS

SCIENCE SUBTEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50		—			—			—			—	
70.50 - 80.49		—			—			—			—	
80.50 - 90.49		—			—			—			—	
90.50 - 100.49		3			8.57			.93			.54	
100.50 - 110.49		1			9.80			—			—	
110.50 - 120.49		—			—			—			—	
120.50 - 130.49		—			—			—			—	
130.50 AND ABOVE		—			—			—			—	

NO CHILDREN TOOK TESTS, 14, 42

TABLE 31

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS

WORD READING

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	2	2	1	1.70	1.20	.30	.85	.28	—	.60	.20	—
1.05 - 2.04	3	4	3	2.07	2.25	.10	1.00	1.07	.30	.58	.53	.17
2.05 - 3.04	11	12	11	1.48	1.78	.32	.28	.45	.27	.08	.13	.08
3.05 - 4.04	9	11	9	1.87	2.17	.34	.49	.62	.54	.16	.19	.18
4.05 - 5.04	13	13	11	1.97	2.03	.18	.40	.42	.28	.11	.12	.08
5.05 - 6.04	6	3	3	2.40	2.67	.17	.36	.50	.45	.15	.29	.26
6.05 - 7.04	3	2	2	2.47	2.15	.25	1.06	.78	.21	.61	.55	.15
7.05 - 8.04	2	1	1	2.15	2.70	—	.78	—	—	.55	—	—
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 32

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS

WORD MEANING

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	—	1	—	—	2.00	—	—	—	—	—	—	—
1.05 - 2.04	—	—	—	—	—	—	—	—	—	—	—	—
2.05 - 3.04	3	3	3	2.80	3.03	.23	.44	.21	.31	.25	.12	.18
3.05 - 4.04	6	6	6	2.63	2.73	.10	1.17	.64	.79	.48	.26	.32
4.05 - 5.04	9	11	9	2.46	2.73	.30	.50	.46	.19	.17	.14	.06
5.05 - 6.04	14	19	14	3.16	3.75	.43	.96	1.24	.86	.26	.28	.23
6.05 - 7.04	14	16	14	3.27	3.76	.09	1.55	1.75	.67	.41	.44	.18
7.05 - 8.04	16	19	16	3.48	4.35	.91	.69	1.22	.94	.17	.28	.24
8.05 - 9.04	6	9	6	5.95	6.51	.45	1.62	1.70	.80	.66	.57	.33
9.05 - 10.04	2	3	2	7.45	7.80	1.05	1.91	1.57	.49	1.35	.91	.35
10.05 - 11.04	3	2	2	5.40	5.05	.60	2.01	1.91	.28	1.16	1.35	.20
11.05 and above	1	1	1	5.10	6.40	1.30	—	—	—	—	—	—

TABLE 33

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS

PARAGRAPH MEANING

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	2	1	1	1.50	1.80	.20	.14	——	——	.10	——	——
1.05 - 2.04	2	3	2	1.80	2.63	.85	.28	.95	1.06	.20	.55	.75
2.05 - 3.04	13	12	11	1.72	2.01	.28	.46	.70	.37	.13	.20	.11
3.05 - 4.04	15	16	15	1.96	2.17	.27	.53	.70	.53	.14	.18	.14
4.05 - 5.04	22	24	22	1.79	2.25	.53	.61	.72	.55	.13	.15	.12
5.05 - 6.04	20	22	20	2.50	3.33	.81	1.01	1.08	.92	.23	.23	.21
6.05 - 7.04	15	18	15	2.81	3.41	.55	1.14	1.51	.92	.30	.36	.24
7.05 - 8.04	18	20	18	3.29	3.76	.41	1.00	1.04	1.00	.24	.23	.24
8.05 - 9.04	8	9	8	5.10	6.28	1.19	2.37	2.66	1.10	.84	.89	.39
9.05 - 10.04	6	6	6	7.18	8.63	1.45	1.68	2.22	1.31	.68	.91	.53
10.05 - 11.04	5	5	5	6.38	6.78	.40	3.24	3.29	.63	1.45	1.47	.28
11.05 and above	3	3	3	7.83	7.17	.67	2.55	1.76	.81	1.47	1.01	.47

TABLE 34

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS

VOCABULARY

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	1	—	—	2.10	—	—	—	—	—	—	—	—
1.05 - 2.04	1	—	—	1.50	—	—	—	—	—	—	—	—
2.05 - 3.04	2	1	1	1.45	1.30	.10	.35	—	—	.25	—	—
3.05 - 4.04	5	5	4	2.08	3.12	.98	.36	.74	.76	.16	.33	.38
4.05 - 5.04	4	3	3	2.05	2.13	.03	.57	.60	.40	.29	.35	.23
5.05 - 6.04	4	1	1	3.58	4.40	1.80	.79	—	—	.40	—	—
6.05 - 7.04	1	1	1	2.90	4.00	1.10	—	—	—	—	—	—
7.05 - 8.04	—	—	—	—	—	—	—	—	—	—	—	—
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 35
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS

SPELLING

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	—	1	—	—	2.00	—	—	—	—	—	—	—
1.05 - 2.04	—	—	—	—	—	—	—	—	—	—	—	—
2.05 - 3.04	1	3	1	1.10	2.30	—	—	1.20	—	—	.69	—
3.05 - 4.04	5	8	5	1.58	2.01	.74	.90	.75	.47	.40	.27	.21
4.05 - 5.04	6	8	6	2.20	1.96	.17	.65	.91	.38	.27	.32	.16
5.05 - 6.04	6	6	6	2.10	2.55	.45	.76	1.00	.56	.31	.41	.23
6.05 - 7.04	4	4	3	1.62	2.78	.63	.42	1.19	.50	.21	.59	.29
7.05 - 8.04	1	3	1	2.80	3.00	—	—	.72	—	—	.42	—
8.05 - 9.04	1	—	—	4.10	—	—	—	—	—	—	—	—
9.05 - 10.04	2	2	1	6.75	7.00	1.10	2.90	4.10	—	2.05	2.90	—
10.05 - 11.04	1	2	1	6.40	5.75	.30	—	1.34	—	—	.95	—
11.05 and above	1	2	1	5.90	6.45	.30	—	.35	—	—	.25	—

TABLE 36

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS

WORD STUDY SKILLS

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	—	—	—	—	—	—	—	—	—	—	—	—
1.05 - 2.04	—	—	—	—	—	—	—	—	—	—	—	—
2.05 - 3.04	1	1	1	1.20	1.40	.20	—	—	—	—	—	—
3.05 - 4.04	5	5	5	2.16	2.82	.66	.59	1.57	1.50	.27	.70	.67
4.05 - 5.04	3	3	3	1.73	2.00	.27	.25	.56	.31	.15	.32	.18
5.05 - 6.04	5	5	5	2.22	2.84	.62	.33	1.51	1.29	.15	.67	.58
6.05 - 7.04	3	2	2	2.33	2.35	.05	.50	1.06	.35	.29	.75	.25
7.05 - 8.04	1	1	1	2.20	3.50	1.30	—	—	—	—	—	—
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 37

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS

ARITHMETIC

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	2	1	1	1.75	1.20	—	.78	—	—	.55	—	—
1.05 - 2.04	3	3	2	1.64	1.47	.10	.38	.64	.28	.22	.37	.20
2.05 - 3.04	12	6	6	1.68	1.98	.28	.35	.44	.32	.10	.18	.13
3.05 - 4.04	10	9	9	1.99	2.43	.36	.49	.43	.40	.15	.14	.13
4.05 - 5.04	12	8	7	2.38	2.41	.20	1.10	.57	.27	.32	.20	.10
5.05 - 6.04	7	4	4	2.89	3.48	.30	.66	.81	.12	.25	.40	.06
6.05 - 7.04	2	3	2	2.80	4.03	1.85	.42	1.37	.78	.30	.79	.55
7.05 - 8.04	3	1	1	3.73	3.80	—	.80	—	—	.46	—	—
8.05 - 9.04	1	1	1	7.70	7.70	—	—	—	—	—	—	—
9.05 - 10.04	1	1	1	7.10	7.10	—	—	—	—	—	—	—
10.05 - 11.04	1	1	1	5.70	5.70	—	—	—	—	—	—	—
11.05 and above	1	1	1	5.60	6.20	.60	—	—	—	—	—	—

TABLE 38
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS

SCIENCE & SOCIAL STUDIES

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	—	1	--	—	2.60	--	—	—	--	—	—	--
1.05 - 2.04	—	—	--	—	—	----	—	—	---	—	—	---
2.05 - 3.04	2	2	4	2.20	2.45	1.30	.57	.35	.80	.40	.25	.40
3.05 - 4.04	3	3	4	2.60	3.57	--	.70	.64	.28	.40	.37	.14
4.05 - 5.04	2	2	5	3.30	3.30	.87	.99	.99	.78	.70	.70	.45
5.05 - 6.04	4	4	2	3.72	4.65	-.15	1.28	1.17	.49	.64	.59	.35
6.05 - 7.04	2	1	--	4.00	2.90	--	2.83	—	--	2.00	—	---
7.05 - 8.04	1	1	---	4.80	4.30	---	—	—	---	-- —	—	---
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 39

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS

ARITHMETIC COMPUTATION

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	—	1		—	3.60		—	—		—	—	
1.05 - 2.04	—	1		—	1.80		—	—		—	—	
2.05 - 3.04	3	2	2	2.00	3.10	1.40	.79	2.12	1.27	.46	1.50	.90
3.05 - 4.04	6	6	6	2.38	3.02	.63	.80	.73	.95	.33	.30	.39
4.05 - 5.04	10	12	9	2.45	3.29	.82	.79	1.07	.76	.25	.31	.25
5.05 - 6.04	13	18	13	3.18	4.13	1.10	1.46	2.27	1.36	.41	.53	.38
6.05 - 7.04	13	15	13	3.88	4.59	.58	1.02	.82	.86	.28	.21	.24
7.05 - 8.04	15	18	15	4.34	4.84	.58	.99	.83	.85	.26	.20	.22
8.05 - 9.04	7	8	7	5.14	5.70	.63	.90	.45	.94	.34	.16	.36
9.05 - 10.04	5	5	4	5.34	5.60	.18	1.09	.57	1.01	.49	.25	.50
10.05 - 11.04	4	4	4	5.22	4.62	-.60	1.52	1.24	1.07	.76	.62	.54
11.05 and above	2	2	2	7.80	7.50	-.30	2.55	.99	1.56	1.80	.70	1.10

TABLE 40

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS

ARITHMETIC CONCEPTS

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	—	1		—	2.50		—	—		—	—	
1.05 - 2.04	—	—		—	—		—	—		—	—	
2.05 - 3.04	1	3	1	2.60	2.73	1.20	—	.97		—	.56	
3.05 - 4.04	3	3	3	2.30	2.07	-.23	.35	.64	.29	.20	.37	.17
4.05 - 5.04	2	5	2	3.00	3.16	.10	.28	.88	.42	.20	.39	.30
5.05 - 6.04	4	8	3	3.35	3.16	-.30	.89	.39	.35	.44	.14	.20
6.05 - 7.04	3	2	2	3.17	3.25	.10	.25	.21	.57	.15	.15	.40
7.05 - 8.04	2	2	2	3.45	4.40	.95	.49	.28	.21	.35	.20	.15
8.05 - 9.04	1	1	1	6.30	5.50	-.80	—	—		—	—	
9.05 - 10.04	4	4	2	6.62	7.25	.62	1.37	1.38	.37	.68	.69	.18
10.05 - 11.04	2	2	2	7.65	7.00	-.65	2.19	.57	2.76	1.55	.40	1.95
11.05 and above	2	2	2	9.95	9.85	-.10	1.06	1.77	.71	.75	1.25	.50

TABLE 41

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS

ARITHMETIC APPLICATION

NO CHILDREN TOOK TESTS 11, 39

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05		—			—			—			—	
1.05 - 2.04		—			—			—			—	
2.05 - 3.04		—			—			—			—	
3.05 - 4.04		—			—			—			—	
4.05 - 5.04		—			—			—			—	
5.05 - 6.04		—			—			—			—	
6.05 - 7.04		—			—			—			—	
7.05 - 8.04		1			4.10			—			—	
8.05 - 9.04		1			6.80			—			—	
9.05 - 10.04		3			7.63			.25			.15	
10.05 - 11.04		2			7.90			—			—	
11.05 and above		2			7.60			4.53			3.20	

TABLE 42

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS

LANGUAGE

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	—	—	—	—	—	—	—	—	—	—	—	—
1.05 - 2.04	—	—	—	—	—	—	—	—	—	—	—	—
2.05 - 3.04	—	—	—	—	—	—	—	—	—	—	—	—
3.05 - 4.04	3	3	3	2.13	2.20	.06	.06	.30	.31	.03	.17	.18
4.05 - 5.04	1	1	1	2.60	3.50	.90	—	—	—	—	—	—
5.05 - 6.04	4	4	4	2.42	2.68	.25	.55	.33	.38	.28	.17	.19
6.05 - 7.04	2	1	1	2.30	2.10	-.20	—	—	—	—	—	—
7.05 - 8.04	1	1	1	3.40	3.50	.10	—	—	—	—	—	—
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	—	1	—	—	5.10	—	—	—	—	—	—	—
10.05 - 11.04	—	1	—	—	3.90	—	—	—	—	—	—	—
11.05 and above	—	1	—	—	6.00	—	—	—	—	—	—	—

TABLE 43

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS

SOCIAL STUDIES

NO CHILDREN TOOK TESTS 13, 41

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05		—			—			—			—	
1.05 - 2.04		—			—			—			—	
2.05 - 3.04		—			—			—			—	
3.05 - 4.04		—			—			—			—	
4.05 - 5.04		—			—			—			—	
5.05 - 6.04		—			—			—			—	
6.05 - 7.04		—			—			—			—	
7.05 - 8.04		—			—			—			—	
8.05 - 9.04		—			—			—			—	
9.05 - 10.04		—			—			—			—	
10.05 - 11.04		1			6.90			—			—	
11.05 and above		1			6.00			—			—	
		1			7.90							

TABLE 44

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS

SCIENCE

NO CHILDREN TOOK TESTS 14, 42

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05		—			—			—			—	
1.05 - 2.04		—			—			—			—	
2.05 - 3.04		—			—			—			—	
3.05 - 4.04		—			—			—			—	
4.05 - 5.04		—			—			—			—	
5.05 - 6.04		—			—			—			—	
6.05 - 7.04		—			—			—			—	
7.05 - 8.04		—			—			—			—	
8.05 - 9.04		—			—			—			—	
9.05 - 10.04		2			8.05			.35			.25	
10.05 - 11.04		1			9.60			—			—	
11.05 and above		1			9.80			—			—	

TABLE 45
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR PRETEST LEVELS
WORD READING

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	7	—	1.79	—	.55	—	.21	—
.55 -1.54	16	16	1.58	.22	.20	.19	.05	.05
1.55 - 2.54	21	21	2.29	.28	.49	.44	.11	.10
2.55 - 3.54	4	4	3.05	.20	.44	.37	.22	.18
3.55 - 4.54	—	—	—	—	—	—	—	—
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 46

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR PRETEST LEVELS

WORD MEANING

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	17	—	4.72	—	2.04	—	.50	—
.55 -1.54	1	1	2.70	1.30	—	—	—	—
1.55 - 2.54	17	17	2.48	.46	.53	.47	.13	.11
2.55 - 3.54	25	25	3.42	.43	.58	.41	.12	.08
3.55 - 4.54	17	17	4.41	.46	1.15	1.27	.28	.31
4.55 - 5.54	6	6	4.98	.05	1.08	1.00	.44	.41
5.55 - 6.54	3	3	7.07	1.23	.59	.38	.34	.22
6.55 - 7.54	2	2	7.50	—	1.13	1.13	.80	.80
7.55 - 8.54	1	1	9.00	.70	—	—	—	—
8.55 - 9.54	1	1	9.50	.70	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 47
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR PRETEST LEVELS

PARAGRAPH MEANING

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	14	1	3.09	1.60	1.68	—	.45	—
.55 -1.54	16	16	1.79	.39	.57	.55	.14	.14
1.55 - 2.54	59	59	2.55	.56	.65	.53	.08	.07
2.55 - 3.54	17	17	3.59	.59	.90	.99	.22	.24
3.55 - 4.54	9	9	4.49	.64	1.36	1.53	.45	.51
4.55 - 5.54	11	11	5.22	.27	1.06	1.11	.32	.34
5.55 - 6.54	2	2	7.15	.85	.07	.07	.05	.05
6.55 - 7.54	5	5	8.12	1.00	1.73	1.76	.77	.79
7.55 - 8.54	2	2	8.25	.50	1.77	1.84	1.25	1.30
8.55 - 9.54	1	1	11.50	2.30	—	—	—	—
9.55 - 10.54	2	2	10.15	-.15	1.63	1.77	1.15	1.25
10.55 and above	1	1	11.60	1.00	—	—	—	—

TABLE 48
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR PRETEST LEVELS

VOCABULARY

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	1	—	2.90	—	—	—	—	—
.55 -1.54	1	1	1.30	.10	—	—	—	—
1.55 - 2.54	6	6	2.73	.70	.97	.76	.40	.31
2.55 - 3.54	3	3	3.70	.90	.89	1.01	.51	.59
3.55 - 4.54	—	—	—	—	—	—	—	—
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 49
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR PRETEST LEVELS

SPELLING

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	15	1	2.74	1.20	1.74	—	.45	—
.55 -1.54	6	6	1.63	.30	.35	.35	.13	.14
1.55 - 2.54	11	11	2.53	.48	.51	.42	.15	.13
2.55 - 3.54	4	4	3.25	.25	.57	.79	.29	.30
3.55 - 4.54	—	—	—	—	—	—	—	—
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	2	2	6.45	.30	.35		.25	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	1	1	9.90	1.10	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 50
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR PRETEST LEVELS

WORD STUDY SKILLS

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	—	—	—	—	—	—	—	—
.55 -1.54	3	3	1.90	.50	.78	.70	.45	.40
1.55 - 2.54	11	11	2.47	.43	1.15	.97	.35	.29
2.55 - 3.54	3	3	3.67	.87	1.63	1.82	.94	1.05
3.55 - 4.54	—	—	—	—	—	—	—	—
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 51

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE

STATISTICS FOR PRETEST LEVELS

ARITHMETIC

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	3	—	2.00	—	.85	—	.49	—
.55 -1.54	5	5	1.52	.22	.40	.33	.17	.15
1.55 - 2.54	18	18	2.34	.35	.50	.41	.12	.10
2.55 - 3.54	7	7	3.47	.51	.94	.85	.35	.32
3.55 - 4.54	2	2	4.20	.20	.57	.28	.40	.20
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	2	2	5.95	.30	.35	.42	.25	.30
6.55 - 7.54	1	1	7.10	—	—	—	—	—
7.55 - 8.54	1	1	7.70	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 52
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR PRETEST LEVELS
SCIENCE & SOCIAL STUDIES

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	1	—	2.60	—	—	—	—	—
.55 -1.54	—	—	—	—	—	—	—	—
1.55 - 2.54	4	4	3.20	1.30	.74	.80	.37	.40
2.55 - 3.54	4	4	2.80	—	.50	.28	.25	.14
3.55 - 4.54	3	3	4.80	.87	.70	.78	.40	.45
4.55 - 5.54	2	2	4.80	-.15	.70	.49	.50	.35
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 53
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR PRETEST LEVELS
ARITHMETIC COMPUTATION

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	16	—	3.92	—	1.22	—	.31	—
.55 -1.54	4	4	2.38	1.05	1.20	1.12	.60	.56
1.55 - 2.54	11	11	3.16	1.04	.88	.74	.27	.22
2.55 - 3.54	21	21	3.81	.70	.63	.69	.14	.15
3.55 - 4.54	17	17	4.89	.89	.73	.71	.18	.17
4.55 - 5.54	11	10	5.15	.07	.90	.85	.27	.27
5.55 - 6.54	8	8	5.95	-.08	.56	.64	.20	.23
6.55 - 7.54	3	3	7.93	.87	4.05	3.75	2.34	2.17
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	1	1	8.20	-1.40	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 54
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR PRETEST LEVELS
ARITHMETIC CONCEPTS

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	11	—	2.90	—	.67	—	.20	—
.55 -1.54	—	—	—	—	—	—	—	—
1.55 - 2.54	2	2	1.70	-.40	—	—	—	—
2.55 - 3.54	8	8	3.29	.36	.56	.56	.20	.20
3.55 - 4.54	3	3	3.90	-.07	.75	.75	.44	.43
4.55 - 5.54	2	2	6.10	.65	.57	.64	.40	.45
5.55 - 6.54	2	2	6.45	.25	1.34	1.48	.95	1.05
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	2	2	8.40	.60	.28	—	.20	—
8.55 - 9.54	2	2	7.60	7.60	1.41	1.41	1.00	1.00
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	1	1	11.10	.40	—	—	—	—

TABLE 55
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR PRETEST LEVELS
ARITHMETIC APPLICATION

NO CHILDREN TOOK TESTS 11, 39

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	9		7.20		1.01		.67	
.55 -1.54	—		—		—		—	
1.55 - 2.54	—		—		—		—	
2.55 - 3.54	—		—		—		—	
3.55 - 4.54	—		—		—		—	
4.55 - 5.54	—		—		—		—	
5.55 - 6.54	—		—		—		—	
6.55 - 7.54	—		—		—		—	
7.55 - 8.54	—		—		—		—	
8.55 - 9.54	—		—		—		—	
9.55 - 10.54	—		—		—		—	
10.55 and above	—		—		—		—	

TABLE 56
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR PRETEST LEVELS

LANGUAGE

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	3	—	5.00	—	1.05	—	.61	—
.55 -1.54	—	—	—	—	—	—	—	—
1.55 - 2.54	6	6	2.25	.13	.23	.39	.10	.16
2.55 - 3.54	4	4	3.22	.30	.32	.41	.16	.20
3.55 - 4.54	—	—	—	—	—	—	—	—
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 57
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR PRETEST LEVELS

SOCIAL STUDIES

NO CHILDREN TOOK TESTS 13, 41

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	3		6.93		.93		.55	
.55 - 1.54	—	—	—	—	—	—	—	—
1.55 - 2.54	—	—	—	—	—	—	—	—
2.55 - 3.54	—	—	—	—	—	—	—	—
3.55 - 4.54	—	—	—	—	—	—	—	—
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—		—	—	—	—

TABLE 58
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE
STATISTICS FOR PRETEST LEVELS
SCIENCE

NO CHILDREN TOOK TESTS 14, 42

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	4		8.88		.98		.49	
.55 -1.54	—	—	—	—	—	—	—	—
1.55 - 2.54	—	—	—	—	—	—	—	—
2.55 - 3.54	—	—	—	—	—	—	—	—
3.55 - 4.54	—	—	—	—	—	—	—	—
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

SECTION 4

PROGRAM FOR LEARNING DISABLED CHILDREN

Background Variables: With few exceptions, the background variables are much the same as for the emotionally disturbed children. However, a few differences must be noted.

Local age level was stratified into four levels by birth date. The first level was 6/25/65 to 11/67, the second was 11/15/64 to 6/24/65, the third was 2/23/64 to 10/31/64, and the fourth was 7/61 to 2/19/64.

Trends: Table 1 provides a general overview of gains made on all tests. At the same time, one can assess the adequacy of each subtest for this particular population of learning disabled children by examining the standard errors. First, one can conclude that the subtests with the least amount of measurement error are word reading, paragraph meaning, spelling, and arithmetic. Gains of .60, .78, .64, and .44, respectively, appear acceptable with the possible exception of arithmetic itself). However, one must also remark on some of those subtests which had larger errors of measurement but which at the same time had rather large gains: word meaning (gain of .86, error of .18), vocabulary (gain of .82, error of .12), arithmetic concepts (gain of 1/16. error of .28), and arithmetic applications (gain of .98, error of .18).

Next, one can look at the relationship of entry-level skills (pretest levels of stratification in Tables 45 through 58) and performance. First, one considers the subtests which had lowest errors of measurement. For word reading, greatest gains were observed for children with lowest entry level skills; a similar pattern was found for spelling, paragragh meaning, the higher the entry level, the greater the gain; a somewhat similar pattern was found for arithmetic. In terms of other subtests (those with larger errors of measurement), the above two patterns can be observed: the higher the gain the lower the entry level (arithmetic computation, language), and the higher the gain the higher the entry level (wrod meaning, vocabulary, arithmetic application); the third pattern was no trend at all (word study skills, arithmetic concepts).

In general, the gains observed in this initial descriptive study of existent patterns were quite respectable considering the continual experiences of academic failure and frustration that these children had undergone before special class contact. On the other hand, it must be remembered that these learning disabled children were not quite as impaired as a more normally distributed and representative population of such children had been deliberately picked to be of at least average intelligence and to be free of all other handicapping conditions (emotional overtones, speech and visual deficits, etc.).

TABLE I

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

TOTAL SAMPLE STATISTICS

SUBTEST	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Word Reading	57	57	57	1.87	2.47	.60	.55	.62	.51	.07	.08	.07
Word Meaning	18	18	18	1.98	2.84	.86	.72	1.22	.76	.17	.29	.18
Paragraph Meaning	55	55	55	1.78	2.56	.78	.57	.93	.68	.08	.13	.09
Vocabulary	59	38	38	2.43	3.05	.82	1.04	1.33	.73	.14	.22	.12
Spelling	63	65	63	1.91	2.53	.64	.54	.61	.45	.07	.08	.06
Word Study Skills	64	64	64	2.01	2.76	.75	.73	1.14	.76	.09	.14	.10
Arithmetic	52	52	52	1.98	2.42	.44	.55	.67	.33	.08	.09	.05
Science and Social Studies	—	—	—	—	—	—	—	—	—	—	—	—
Arithmetic Computation	11	11	11	2.60	3.31	.71	.57	.48	.49	.17	.15	.15
Arithmetic Concepts	20	20	20	2.94	4.11	1.16	.81	1.10	1.26	.18	.25	.28
Arithmetic Applications	9	9	9	3.49	4.47	.98	.74	.92	.54	.25	.31	.18
Language	4	5	4	2:65	3.54	1.00	.77	.46	.96	.38	20	.48
Social Studies	—	—	—	—	—	—	—	—	—	—	—	—
Science	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 2

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

WORD READING

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERR OF MEASUREME		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
6/25/65 - 11/67	16	16	16	1.69	2.20	.51	.51	.60	.41	.13	.15	.1
11/15/64 - 6/24/65	15	15	15	2.04	2.54	.50	.64	.60	.56	.16	.15	.1
2/23/64 - 10/31/64	12	12	12	1.80	2.67	.87	.45	.67	.53	.13	.19	.1
7/61 - 2/19/64	14	14	14	1.96	2.54	.58	.55	.58	.52	.15	.15	.1

TABLE 3

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

WORD MEANING

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gai
6/25/65 - 11/67	1	1	1	1.40	1.60	.20	—	—	—	—	—	—
11/15/64 - 6/24/65	1	1	1	2.70	3.30	.60	—	—	—	—	—	—
2/23/64 - 10/31/64	7	7	7	2.33	3.40	1.07	.78	.99	.77	.29	.37	.29
7/61 - 2/19/64	9	9	9	1.70	2.50	.80	.59	1.34	.83	.20	.45	.28

TABLE 4

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

PARAGRAPH MEANING

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERRO OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gai
6/25/65 - 11/67	15	15	15	1.47	2.03	.55	.28	.56	.54	.07	.14	.1
11/15/64 - 6/24/65	16	16	16	1.78	2.34	.56	.48	.57	.40	.12	.14	.1
2/23/64 - 10/31/64	15	15	15	1.95	3.07	1.11	.72	1.18	.82	.19	.30	.2
7/61 - 2/19/64	9	9	9	1.99	2.98	.99	.67	.95	.81	.22	.32	.2

TABLE 5

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

VOCABULARY

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERRO OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gai
6/25/65 - 11/67	16	10	10	2.09	2.82	.86	.83	1.02	.38	.21	.32	.1
11/15/64 - 6/24/65	15	10	10	2.23	3.04	1.04	.67	1.19	.81	.17	.38	.2
2/23/64 - 10/31/64	13	8	8	2.68	3.55	.94	.95	1.56	1.02	.26	.55	.3
7/61 - 2/19/64	15	10	10	2.78	2.88	.48	1.48	1.62	.62	.38	.51	.2

TABLE 6

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

SPELLING

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERRO OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gai
6/25/65 - 11/67	15	16	15	1.56	2.26	.72	.52	.68	.57	.13	.17	.1
11/15/64 - 6/24/65	16	16	16	1.78	2.55	.78	.56	.51	.44	.14	.13	.1
2/23/64 - 10/31/64	16	17	16	2.27	2.65	.45	.50	.63	.30	.12	.15	.0
7/61 - 2/19/64	16	16	16	2.01	2.64	.63	.35	.56	.41	.09	.14	.1

TABLE 7

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

WORD STUDY SKILLS

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERRO OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gai
6/25/65 - 11/67	16	16	16	1.74	2.71	.98	.59	1.33	1.08	.15	.33	.2
11/15/64 - 6/24/65	16	16	16	1.98	2.59	.61	.52	1.01	.77	.13	.25	.1
2/23/64 - 10/31/64	16	16	16	2.39	2.97	.58	.89	1.08	.49	.22	.27	.1
7/61 - 2/19/64	16	16	16	1.92	2.76	.83	.75	1.18	.57	.19	.29	.1

TABLE 8

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

ARITHMETIC

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERRO OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
6/25/65 - 11/67	15	15	15	1.88	2.37	.49	.50	.55	.27	.13	.14	.0
11/15/64 - 6/24/65	16	16	16	1.95	2.56	.61	.43	.53	.35	.11	.13	.0
2/23/64 - 10/31/64	11	11	11	2.17	2.60	.43	.67	.78	.26	.20	.23	.0
7/61 - 2/19/64	10	10	10	1.95	2.04	.09	.67	.84	.22	.21	.26	.0

TABLE 9

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

SCIENCE AND SOCIAL STUDIES

NO CHILDREN TOOK THIS TEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERRO OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gai
6/25/65 - 11/67												
11/15/64 - 6/24/65												
2/23/64 - 10/31/64												
7/61 - 2/19/64												

TABLE 10

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

ARITHMETIC COMPUTATION

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERRO OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gai
6/25/65 - 11/67	2	2	2	2.70	3.00	.30	.28	--	.28	.20	--	.2
11/15/64 - 6/24/65	1	1	1	2.70	3.60	.90	--	--	--	--	--	--
2/23/64 - 10/31/64	3	3	3	2.73	3.53	.80	.90	.64	.26	.52	.37	.1
7/61 - 2/19/64	5	5	5	2.46	3.24	.78	.58	.51	.66	.26	.23	.3

TABLE 11

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

ARITHMETIC CONCEPTS

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERRO OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gai
6/25/65 - 11/67	3	3	3	2.57	3.87	1.30	.38	.96	1.25	.22	.55	.7
11/15/64 - 6/24/65	1	1	1	3.40	3.10	-.30	--	--	--	--	--	-
2/23/64 - 10/31/64	7	7	7	2.91	4.40	1.49	.78	1.20	.81	.30	.45	.3
7/61 - 2/19/64	9	9	9	3.03	4.07	1.03	.99	1.15	1.59	.33	.38	.5

TABLE 12

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

ARITHMETIC APPLICATIONS

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERRO OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gai
6/25/65 - 11/67	1	1	1	2.80	4.20	1.40	--	--	--	--	--	-
11/15/64 - 6/24/65	--	--	--	--	--	--	--	--	--	--	--	-
2/23/64 - 10/31/64	4	4	4	3.48	4.30	.83	.96	1.16	.69	.48	.58	.3
7/61 - 2/19/64	4	4	4	3.68	4.70	1.02	.56	.88	.46	.28	.44	.2

TABLE 13

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

LANGUAGE

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERRO OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gai
6/25/65 - 11/67	—	—	—	—	—	—	—	—	—	—	—	—
11/15/64 - 6/24/65	—	1	—	—	3.10	—	—	—	—	—	—	—
2/23/64 - 10/31/64	3	3	3	2.93	3.56	.63	.64	.50	.76	.37	.29	.44
7/61 - 2/19/64	1	1	1	1.80	3.90	2.10	—	—	—	—	—	—

TABLE 14

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

SOCIAL STUDIES

NO CHILDREN TOOK THIS TEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERRO OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Ga
6/25/65 - 11/67												
11/15/64 - 6/24/65												
2/23/64 - 10/31/64												
7/61 - 2/19/64												

TABLE 15

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR DETAILED AGE LEVELS

SCIENCE

NO CHILDREN TOOK THIS TEST

AGE LEVEL BY BIRTH DATE	N			MEAN			STANDARD DEVIATION			STANDARD ERRO OF MEASUREMEN		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gai
6/25/65 - 11/67												
11/15/64 - 6/24/65												
2/23/64 - 10/31/64												
7/61 - 2/19/64												

STANFORD ACHIEVEMENT TEST

PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR MAJOR AGE LEVEL

* - *No children took that test*

SUBTEST	BIRTH DATE OF 4/61 AND YOUNGER											
	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
WORD READING	57	57	57	1.87	2.47	.60	.55	.62	.51	.07	.08	.07
WORD MEANING	18	18	18	1.98	2,84	,86	,72	1,22	.76	.17	,29	.18
PARAGRAPH MEANING	55	55	55	1.78	2.56	.78	.57	.93	[illegible]	.08	.13	.09
VOCABULARY	59	38	38	2.43	3.05	.82	1.04	1.33	.73	.14	.22	.12
SPELLING	63	65	63	1.91	2.53	.64	.54	.61	.45	.07	.08	.06
WORD STUDY SKILLS	64	64	64	2.01	2.76	.75	.73	1.14	.76	.09	.14	.10
ARITHMETIC	52	52	52	1.98	2.42	.44	.55	.67	.33	.08	.09	.05
SCIENCE AND SOCIAL STUDIES	*	*	*	*	*	*	*	*	*	*	*	*
ARITHMETIC COMPUTATION	11	11	11	2.60	3.31	.71	.57	.48	.49	.17	.15	.15
ARITHMETIC CONCEPTS	20	20	20	2.94	4.10	1.17	.81	1.10	1.26	.18	.25	.28
ARITHMETIC APPLICATIONS	9	9	9	3.48	4.47	.98	.74	.92	.54	.25	.31	.18
LANGUAGE	4	5	4	2.65	3.54	1.00	.77	.46	.96	.38	.20	.48
SOCIAL STUDIES	*	*	*	*	*	*	*	*	*	*	*	*
SCIENCE	*	*	*	*	*	*	*	*	*	*	*	*

TABLE 16 (PART TWO)
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR MAJOR AGE LEVEL

* NO CHILDREN TOOK THE TESTS

SUBTEST	BIRTH DATE OF 3/61 AND OLDER											
	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
WORD READING	—	—	—	—	—	—	—	—	—	—	—	—
WORD MEANING	—	—	—	—	—	—	—	—	—	—	—	—
PARAGRAPH MEANING	—	—	—	—	—	—	—	—	—	—	—	—
VOCABULARY	—	—	—	—	—	—	—	—	—	—	—	—
SPELLING	—	—	—	—	—	—	—	—	—	—	—	—
WORD STUDY SKILLS	—	—	—	—	—	—	—	—	—	—	—	—
ARITHMETIC	—	—	—	—	—	—	—	—	—	—	—	—
SCIENCE AND SOCIAL STUDIES	*	*	*	*	*	*	*	*	*	*	*	*
ARITHMETIC COMPUTATION	—	—	—	—	—	—	—	—	—	—	—	—
ARITHMETIC CONCEPTS	—	—	—	—	—	—	—	—	—	—	—	—
ARITHMETIC APPLICATIONS	—	—	—	—	—	—	—	—	—	—	—	—
LANGUAGE	—	—	—	—	—	—	—	—	—	—	—	—
SOCIAL STUDIES	*	*	*	*	*	*	*	*	*	*	*	*
SCIENCE	*	*	*	*	*	*	*	*	*	*	*	*

TABLE 17
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR IQ LEVELS

WORD READING

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	7	7	7	1.63	2.13	.50	.30	.42	.26	.11	.16	.10
70.50 - 80.49	2	2	2	2.05	2.20	.15	.35	.14	.21	.25	.10	.15
80.50 - 90.49	7	7	7	1.64	2.51	.87	.23	.75	.79	.09	.28	.30
90.50 - 100.49	23	23	23	1.99	2.59	.60	.62	.59	.47	.13	.12	.10
100.50 - 110.49	16	16	16	1.88	2.48	.61	.60	.69	.54	.15	.17	.14
110.50 - 120.49	1	1	1	1.40	1.70	.30	—	—	—	—	—	—
120.50 - 130.49	1	1	1	2.60	2.90	.30	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 18
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNIND DISABLED CHILDREN
STATISTICS FOR IQ LEVELS
WORD MEANING

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	7	7	7	1.37	1.83	.46	.24	.25	.24	.09	.09	.09
70.50 - 80.49	1	1	1	1.70	2.50	.80	—	—	—	—	—	—
80.50 - 90.49	2	2	2	1.55	1.80	.25	.21	.85	.64	.15	.60	.45
90.50 - 100.49	—	—	—	—	—	—	—	—	—	—	—	—
100.50 - 110.49	4	4	4	2.72	3.60	.88	.54	.29	.76	.27	.15	.38
110.50 - 120.49	3	3	3	2.83	4.50	1.67	.23	.85	.65	.13	.49	.38
120.50 - 130.49	1	1	1	1.90	4.40	2.50	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 19
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR IQ LEVELS

PARAGRAPH MEANING

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	—	—	—	—	—	—	—	—	—	—	—	—
70.50 - 80.49	1	1	1	1.40	1.50	.10	—	—	—	—	—	—
80.50 - 90.49	5	5	5	1.54	2.16	.62	.28	.56	.37	.12	.25	.17
90.50 - 100.49	23	23	23	1.65	2.41	.76	.47	.63	.62	.10	.13	.13
100.50 - 110.49	20	20	20	1.84	2.50	.66	.64	.82	.61	.14	.18	.14
110.50 - 120.49	4	4	4	2.28	3.50	1.22	.80	1.56	.83	.40	.78	.42
120.50 - 130.49	2	2	2	2.35	4.40	2.05	.49	1.84	1.34	.35	1.30	.95
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 20
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR IQ LEVELS

VOCABULARY

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	7	7	7	1.40	1.80	.40	.14	.42	.43	.05	.16	.16
70.50 - 80.49	2	2	2	1.65	1.90	.25	.49	.71	.21	.35	.50	.15
80.50 - 90.49	7	6	6	2.06	2.32	.32	.42	.56	.50	.16	.23	.20
90.50 - 100.49	23	11	11	2.48	3.99	1.41	.72	1.38	.86	.15	.42	.26
100.50 - 110.49	16	9	9	2.68	2.89	1.04	1.18	.55	.32	.30	.18	.11
110.50 - 120.49	2	1	1	3.50	5.20	-.40	2.97	—	—	2.10	—	—
120.50 - 130.49	2	2	2	4.40	5.20	.80	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 21
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR IQ LEVELS
SPELLING

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	7	7	7	1.91	2.80	.89	.34	.53	.29	.13	.20	.11
70.50 - 80.49	2	2	2	2.00	2.25	.25	.71	.35	.35	.50	.25	.25
80.50 - 90.49	7	7	7	1.74	2.71	.97	.54	.65	.31	.21	.25	.12
90.50 - 100.49	23	23	23	1.87	2.48	.61	.51	.63	.37	.11	.13	.08
100.50 - 110.49	18	20	18	1.89	2.42	.59	.60	.62	.59	.14	.14	.14
110.50 - 120.49	4	4	4	2.20	2.48	.28	.88	.71	.17	.44	.35	.09
120.50 - 130.49	2	2	2	2.45	3.00	.55	.07	—	.07	.05	—	.05
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 22
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR IQ LEVELS
WORD STUDY SKILLS

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	7	7	7	1.77	2.29	.51	.65	1.20	.75	.25	.45	.28
70.50 - 80.49	2	2	2	1.65	2.10	.45	.21	.85	.64	.15	.60	.45
80.50 - 90.49	7	7	7	1.93	2.64	.71	.64	.99	.79	.24	.38	.30
90.50 - 100.49	23	23	23	1.89	2.87	.98	.54	1.10	.89	.11	.23	.19
100.50 - 110.49	20	20	20	1.96	2.50	.54	.54	.74	.51	.12	.16	.11
110.50 - 120.49	3	3	3	3.20	4.13	.93	1.76	2.28	.65	1.01	1.32	.38
120.50 - 130.49	2	2	2	3.55	4.70	1.15	.49	1.13	1.63	.35	.80	1.15
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 23
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR IQ LEVELS

ARITHMETIC

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	7	7	7	1.64	1.61	-.03	.50	.52	.11	.19	.20	.04
70.50 - 80.49	3	3	3	1.70	2.13	.43	.35	.47	.35	.20	.27	.20
80.50 - 90.49	7	7	7	1.80	2.27	.47	.50	.63	.34	.19	.24	.13
90.50 - 100.49	19	19	19	2.11	2.61	.49	.57	.58	.37	.13	.13	.08
100.50 - 110.49	11	11	11	1.85	2.36	.52	.28	.35	.15	.09	.11	.05
110.50 - 120.49	3	3	3	2.27	2.90	.63	.45	.35	.21	.26	.20	.12
120.50 - 130.49	2	2	2	3.20	3.90	.70	.42	.57	.14	.30	.40	.10
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

NO CHILDREN TOOK THIS TEST

TABLE 24
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR IQ LEVELS

SCIENCE AND SOCIAL STUDIES

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50												
70.50 - 80.49												
80.50 - 90.49												
90.50 - 100.49												
100.50 - 110.49												
110.50 - 120.49												
120.50 - 130.49												
130.50 AND ABOVE												

TABLE 25
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR IQ LEVELS
ARITHMETIC COMPUTATION

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	—	—	—	—	—	—	—	—	—	—	—	—
70.50 - 80.49	—	—	—	—	—	—	—	—	—	—	—	—
80.50 - 90.49	1	1	1	2.40	2.70	.30	—	—	—	—	—	—
90.50 - 100.49	3	3	3	2.70	2.93	.23	.20	.12	.23	.12	.07	.13
100.50 - 110.49	6	6	6	2.48	3.52	1.03	.72	.45	.40	.29	.18	.16
110.50 - 120.49	1	1	1	3.20	3.80	.60	—	—	—	—	—	—
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 26
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR IQ LEVELS
ARITHMETIC CONCEPTS

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	—	—	—	—	—	—	—	—	—	—	—	—
70.50 - 80.49	—	—	—	—	—	—	—	—	—	—	—	—
80.50 - 90.49	1	1	1	2.50	2.40	-.10	—	—	—	—	—	—
90.50 - 100.49	7	7	7	3.23	4.16	.93	1.05	1.11	1.75	.40	.42	.66
100.50 - 110.49	10	10	10	2.67	3.96	1.29	.53	.89	.96	.17	.28	.30
110.50 - 120.49	2	2	2	3/50	5/50	2.00	1.13	1.13	—	.80	.80	—
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 27
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR IQ LEVELS
ARITHMETIC APPLICATIONS

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	—	—	—	—	—	—	—	—	—	—	—	—
70.50 - 80.49	—	—	—	—	—	—	—	—	—	—	—	—
80.50 - 90.49	—	—	—	—	—	—	—	—	—	—	—	—
90.50 - 100.49	4	4	4	3.62	4.88	1.25	.69	1.09	.58	.35	.55	.29
100.50 - 110.49	4	4	4	3.12	4.08	.95	.69	.80	.19	.35	.40	.10
110.50 - 120.49	1	1	1	4.40	4.40	—	—	—	—	—	—	—
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 28

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR IQ LEVELS

LANGUAGE

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50	—	—	—	—	—	—	—	—	—	—	—	—
70.50 - 80.49	—	—	—	—	—	—	—	—	—	—	—	—
80.50 - 90.49	—	—	—	—	—	—	—	—	—	—	—	—
90.50 - 100.49	—	—	—	—	—	—	—	—	—	—	—	—
100.50 - 110.49	3	4	3	2.43	3.40	1.07	.78	.38	1.17	.45	.19	.67
110.50 - 120.49	1	1	1	3.30	4.10	.80	—	—	—	—	—	—
120.50 - 130.49	—	—	—	—	—	—	—	—	—	—	—	—
130.50 AND ABOVE	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 29
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR IQ LEVELS
SOCIAL STUDIES

NO CHILDREN TOOK THIS TEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50												
70.50 - 80.49												
80.50 - 90.49												
90.50 - 100.49												
100.50 - 110.49												
110.50 - 120.49												
120.50 - 130.49												
130.50 AND ABOVE												

TABLE 30

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR IQ LEVELS

SCIENCE

NO CHILDREN TOOK THIS TEST

IQ LEVEL	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
BELOW 70.50												
70.50 - 80.49												
80.50 - 90.49												
90.50 - 100.49												
100.50 - 110.49												
110.50 - 120.49												
120.50 - 130.49												
130.50 AND ABOVE												

TABLE 31

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS

WORD READING

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	3	3	3	1.67	1.97	.30	.38	.46	.10	.22	.27	.06
1.05 - 2.04	3	3	3	1.43	2.20	.77	.32	.46	.64	.19	.26	.37
2.05 - 3.04	11	11	11	1.69	2.37	.68	.26	.53	.50	.08	.16	.15
3.05 - 4.04	15	15	15	1.76	2.27	.51	.52	.63	.53	.13	.16	.14
4.05 - 5.04	17	17	17	2.11	2.72	.62	.71	.62	.60	.17	.15	.14
5.05 - 6.04	6	6	6	2.08	2.65	.57	.48	.71	.41	.20	.29	.17
6.05 - 7.04	2	2	2	2.05	3.00	.95	.07	.14	.08	.05	.10	.05
7.05 - 8.04	—	—	—	—	—	—	—	—	—	—	—	—
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 32
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
WORD MEANING

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	3	3	3	1.43	1.70	.27	.06	.26	.21	.03	.15	.12
1.05 - 2.04	1	1	1	1.10	1.70	.60	—	—	—	—	—	—
2.05 - 3.04	4	4	4	1.48	2.12	.65	.33	.30	.17	.17	.15	.09
3.05 - 4.04	2	2	2	1.55	1.80	.25	.21	.85	.64	.15	.60	.45
4.05 - 5.04	1	1	1	2.70	3.30	.60	—	—	—	—	—	—
5.05 - 6.04	2	2	2	3.10	3.55	.45	.28	.07	.21	.20	.05	.15
6.05 - 7.04	4	4	4	2.32	4.12	1.80	.43	.34	.63	.22	.17	.31
7.05 - 8.04	1	1	1	3.10	5.40	2.30	—	—	—	—	—	—
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 33
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
PARAGRAPH MEANING

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	—	—	—	—	—	—	—	—	—	—	—	—
1.05 - 2.04	2	2	2	1.20	2.05	.85	.28	.78	1.06	.20	.55	.75
2.05 - 3.04	7	7	7	1.49	2.01	.53	.20	.50	.35	.08	.19	.13
3.05 - 4.04	13	13	13	1.55	2.08	.53	.36	.54	.43	.10	.15	.12
4.05 - 5.04	18	18	18	1.83	2.54	.71	.57	.67	.71	.13	.16	.17
5.05 - 6.04	8	8	8	2.04	2.70	.66	.79	.97	.39	.28	.34	.14
6.05 - 7.04	6	6	6	2.12	3.88	1.77	.54	1.03	.73	.22	.42	.30
7.05 - 8.04	1	1	1	2.90	4.80	1.90	—	—	—	—	—	—
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 34

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS

VOCABULARY

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	3	3	3	1.27	1.67	.40	.12	.46	.53	.07	.27	.31
1.05 - 2.04	3	3	3	1.40	1.50	.10	.10	.26	.30	.06	.15	.17
2.05 - 3.04	11	8	8	1.75	2.19	.50	.37	.25	.30	.11	.09	.11
3.05 - 4.04	15	9	9	2.19	2.82	.83	.54	1.05	.83	.14	.35	.28
4.05 - 5.04	17	11	11	2.54	3.84	1.45	.59	.95	.64	.14	.29	.19
5.05 - 6.04	6	2	2	3.62	5.40	1.00	1.28	.28	.28	.52	.20	.20
6.05 - 7.04	3	1	1	4.23	5.20	.80	1.06	—	—		—	—
7.05 - 8.04	1	1	1	5.60	5.20	-.40	—	—	—	—	—	—
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 35
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
SPELLING

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	3	3	3	1.73	2.47	.73	.32	.47	.21	.19	.27	.12
1.05 - 2.04	3	3	3	1.60	2.80	1.20	.66	.72	1.04	.38	.42	.60
2.05 - 3.04	11	11	11	1.69	2.56	.87	.49	.71	.49	.15	.22	.15
3.05 - 4.04	14	15	14	1.75	2.41	.69	.57	.66	.30	.15	.17	.08
4.05 - 5.04	17	18	17	1.97	2.51	.59	.49	.57	.43	.12	.13	.10
5.05 - 6.04	8	8	8	2.12	2.58	.45	.62	.73	.25	.22	.27	.09
6.05 - 7.04	6	6	6	2.38	2.65	.27	.39	.39	.21	.16	.16	.08
7.05 - 8.04	1	1	1	2.40	2.60	.20	—	—	—	—	—	—
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 36
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
WORD STUDY SKILLS

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	3	3	3	1.47	1.50	.03	.47	.44	.15	.27	.25	.09
1.05 - 2.04	3	3	3	1.97	2.00	.03	.45	.50	.06	.26	.29	.03
2.05 - 3.04	11	11	11	1.68	2.94	1.25	.52	1.29	1.12	.16	.39	.34
3.05 - 4.04	15	15	15	1.79	2.44	.65	.58	.89	.60	.15	.23	.16
4.05 - 5.04	18	18	18	2.02	2.71	.69	.46	.95	.65	.11	.22	.15
5.05 - 6.04	8	8	8	2.20	3.01	.81	.74	1.30	.73	.26	.46	.26
6.05 - 7.04	5	5	5	3.02	3.74	.72	1.21	1.02	.51	.54	.46	.23
7.05 - 8.04	1	1	1	3.90	5.50	1.60	—	—	—	—	—	—
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 37
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
ARITHMETIC

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	3	3	3	1.87	1.77	-.10	.74	.83	.10	.43	.48	.06
1.05 - 2.04	3	3	3	1.37	1.53	.17	.12	.12	.12	.07	.07	.07
2.05 - 3.04	12	12	12	1.58	1.98	.41	.29	.44	.38	.08	.13	.11
3.05 - 4.04	14	14	14	1.92	2.48	.56	.41	.59	.28	.11	.16	.07
4.05 - 5.04	14	14	14	2.24	2.71	.46	.46	.40	.32	.12	.11	.08
5.05 - 6.04	4	4	4	2.42	2.98	.55	.49	.43	.31	.24	.21	.16
6.05 - 7.06	1	1	1	3.50	4.30	.80	—	—	—	—	—	—
7.05 - 8.04	1	1	1	2.70	3.10	.40	—	—	—	—	—	—
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 38

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS

SCIENCE & SOCIAL STUDIES

NO CHILDREN TOOK THIS TEST

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05												
1.05 - 2.04												
2.05 - 3.04												
3.05 - 4.04												
4.05 - 5.04												
5.05 - 6.04												
6.05 - 7.04												
7.05 - 8.04												
8.05 - 9.04												
9.05 - 10.04												
10.05 - 11.04												
11.05 and above												

TABLE 39
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
ARITHMETIC COMPUTATION

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	—	—	—	—	—	—	—	—	—	—	—	—
1.05 - 2.04	—	—	—	—	—	—	—	—	—	—	—	—
2.05 - 3.04	—	—	—	—	—	—	—	—	—	—	—	—
3.05 - 4.04	2	2	2	2.70	3.00	.30	.28		.28	.20		.20
4.05 - 5.04	1	1	1	2.70	3.60	.90	—	—	—	—	—	—
5.05 - 6.04	3	3	3	2.47	3.17	.70	.80	.72	.40	.46	.42	.23
6.05 - 7.04	5	5	5	2.62	3.46	.84	.66	.46	.62	.30	.20	.28
7.05 - 8.04	—	—	—	—	—	—	—	—	—	—	—	—
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 40

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS

ARITHMETIC CONCEPTS

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	—	—	—	—	—	—	—	—	—	—	—	—
1.05 - 2.04	—	—	—	—	—	—	—	—	—	—	—	—
2.05 - 3.04	—	—	—	—	—	—	—	—	—	—	—	—
3.05 - 4.04	3	3	3	2.57	3.87	1.30	.38	.96	1.25	.22	.55	.72
4.05 - 5.04	4	4	4	3.22	4.42	1.20	.33	1.23	1.19	.17	.61	.59
5.05 - 6.04	6	6	6	2.62	3.62	1.00	.52	.97	.91	.21	.40	.37
6.05 - 7.04	7	7	7	3.21	4.42	1.23	1.20	1.22	1.75	.45	.46	.66
7.05 - 8.04	—	—	—	—	—	—	—	—	—	—	—	—
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 41

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS

ARITHMETIC APPLICATIONS

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	—	—	—	—	—	—	—	—	—	—	—	—
1.05 - 2.04	—	—	—	—	—	—	—	—	—	—	—	—
2.05 - 3.04	—	—	—	—	—	—	—	—	—	—	—	—
3.05 - 4.04	1	1	1	2.80	4.20	1.40	—	—	—	—	—	—
4.05 - 5.04	3	3	3	3.90	5.10	1.20	.52	1.22	.70	.30	.70	.40
5.05 - 6.04	3	3	3	3.13	4.00	.87	.85	.96	.12	.49	.56	.07
6.05 - 7.04	2	2	2	3.75	4.35	.60	.92	.07	.85	.65	.05	.60
7.05 - 8.04	—	—	—	—	—	—	—	—	—	—	—	—
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 42
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
LANGUAGE

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05	—	—	—	—	—	—	—	—	—	—	—	—
1.05 - 2.04	—	—	—	—	—	—	—	—	—	—	—	—
2.05 - 3.04	—	—	—	—	—	—	—	—	—	—	—	—
3.05 - 4.04	—	—	—	—	—	—	—	—	—	—	—	—
4.05 - 5.04	—	1	—	—	3.10	—	—	—	—	—	—	—
5.05 - 6.04	2	2	2	2.75	3.30	.55	.78	.28	1.06	.55	.20	.75
6.05 - 7.04	2	2	2	2.55	4.00	1.45	1.06	.14	.92	.75	.10	.65
7.05 - 8.04	—	—	—	—	—	—	—	—	—	—	—	—
8.05 - 9.04	—	—	—	—	—	—	—	—	—	—	—	—
9.05 - 10.04	—	—	—	—	—	—	—	—	—	—	—	—
10.05 - 11.04	—	—	—	—	—	—	—	—	—	—	—	—
11.05 and above	—	—	—	—	—	—	—	—	—	—	—	—

TABLE 43

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS

SOCIAL STUDIES

NO CHILDREN TOOK THIS TEST

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05												
1.05 - 2.04												
2.05 - 3.04												
3.05 - 4.04												
4.05 - 5.04												
5.05 - 6.04												
6.05 - 7.04												
7.05 - 8.04												
8.05 - 9.04												
9.05 - 10.04												
10.05 - 11.04												
11.05 and above												

TABLE 44
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR END - OF - YEAR EXPECTANCY LEVELS
SCIENCE

NO CHILDREN TOOK THIS TEST

EXPECTANCY	N			MEAN			STANDARD DEVIATION			STANDARD ERROR OF MEASUREMENT		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Below 1.05												
1.05 - 2.04												
2.05 - 3.04												
3.05 - 4.04												
4.05 - 5.04												
5.05 - 6.04												
6.05 - 7.04												
7.05 - 8.04												
8.05 - 9.04												
9.05 - 10.04												
10.05 - 11.04												
11.05 and above												

TABLE 45

STANFORD ACHIEVEMENT TEST (1973-1974)

PROGRAM FOR LEARNING DISABLED CHILDREN

STATISTICS FOR PRETEST LEVELS

WORD READING

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	—	—	—	—	—	—	—	—
.55 -1.54	20	20	2.00	.58	.48	.49	.11	.11
1.55 - 2.54	29	29	2.59	.73	.50	.49	.09	.09
2.55 - 3.54	7	7	3.20	.27	.41	.40	.16	.15
3.55 - 4.54	1	1	3.10	-.50	—	—	—	—
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 46
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR PRETEST LEVELS
WORD MEANING

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	—	—	—	—	—	—	—	—
.55 -1.54	7	7	1.69	.37	.29	.35	.11	.13
1.55 - 2.54	5	5	3.10	1.28	1.02	.91	.46	.41
2.55 - 3.54	6	6	3.98	1.08	.79	.77	.32	.31
3.55 - 4.54	—	—	—	—	—	—	—	—
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 47

STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR PRETEST LEVELS
PARAGRAPH MEANING

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	*Gain*	*Post*	*Gain*	*Post*	*Gain*	*Post*	*Gain*
Below .55	—	—	—	—	—	—	—	—
.55 -1.54	27	27	2.03	.67	.66	.67	.13	.13
1.55 - 2.54	21	21	2.78	.86	.61	.46	.13	.10
2.55 - 3.54	7	7	3.90	.96	1.06	1.17	.40	.44
3.55 - 4.54	—	—	—	—	—	—	—	—
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 48
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR PRETEST LEVELS
VOCABULARY

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	—	—	—	—	—	—	—	—
.55 -1.54	14	14	1.94	.54	.43	.40	.11	.11
1.55 - 2.54	15	15	3.05	.94	.92	.81	.24	.21
2.55 - 3.54	4	4	4.05	1.35	1.09	1.03	.54	.51
3.55 - 4.54	4	4	5.38	1.18	.21	.52	.10	.26
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	1	1	5.20	-.40	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 49
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR PRETEST LEVELS
SPELLING

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	2	—	1.80	—	.28	—	.20	—
.55 -1.54	18	18	2.00	.79	.48	.49	.11	.12
1.55 - 2.54	40	40	2.72	.60	.47	.42	.07	.07
2.55 - 3.54	5	5	3.22	.42	.49	.45	.22	.20
3.55 - 4.54	—	—	—	—	—	—	—	—
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 50
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR PRETEST LEVELS
WORD STUDY SKILLS

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	—	—	—	—	—	—	—	—
.55 -1.54	20	20	2.06	.74	.92	.91	.21	.20
1.55 - 2.54	31	31	2.54	.58	.56	.53	.10	.10
2.55 - 3.54	10	10	4.17	1.27	.99	.91	.31	.29
3.55 - 4.54	3	3	4.93	.83	.90	.80	.52	.46
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 51
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR PRETEST LEVELS
ARITHMETIC

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	—	—	—	—	—	—	—	—
.55 -1.54	10	10	1.62	.30	.37	.37	.12	.12
1.55 - 2.54	31	31	2.39	.50	.46	.33	.08	.06
2.55 - 3.54	11	11	3.22	.39	.44	.30	.13	.09
3.55 - 4.54	—	—	—	—	—	—	—	—
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 52
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR PRETEST LEVELS
SCIENCE & SOCIAL STUDIES

NO CHILDREN TOOK THIS TEST

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55								
.55 -1.54								
1.55 - 2.54								
2.55 - 3.54								
3.55 - 4.54								
4.55 - 5.54								
5.55 - 6.54								
6.55 - 7.54								
7.55 - 8.54								
8.55 - 9.54								
9.55 - 10.54								
10.55 and above								

TABLE 53
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR PRETEST LEVELS
ARITHMETIC COMPUTATION

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	—	—	—	—	—	—	—	—
.55 -1.54	1	1	3.20	1.70	—	—	—	—
1.55 - 2.54	3	3	2.82	.63	.15	.42	.09	.24
2.55 - 3.54	7	7	3.53	.60	.46	.40	.17	.15
3.55 - 4.54	—	—	—	—	—	—	—	—
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 54
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR PRETEST LEVELS
ARITHMETIC CONCEPTS

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	—	—	—	—	—	—	—	—
.55 -1.54	—	—	—	—	—	—	—	—
1.55 - 2.54	6	6	3.47	1.27	.82	.83	.34	.34
2.55 - 3.54	11	11	4.22	1.28	.90	1.08	.27	.32
3.55 - 4.54	2	2	6.00	2.05	.42	.07	.30	.05
4.55 - 5.54	1	1	2.90	-2.50	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 55
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHIDREN
STATISTICS FOR PRETEST LEVELS
ARITHMETIC APPLICATION

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	—	—	—	—	—	—	—	—
.55 -1.54	—	—	—	—	—	—	—	—
1.55 - 2.54	1	1	3.30	.80	—	—	—	—
2.55 - 3.54	4	4	3.7[illegible]	.95	.35	.44	.18	.22
3.55 - 4.54	4	4	5.28	1.05	.68	.76	.34	.38
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 56
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR PRETEST LEVELS
LANGUAGE

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55	1	—	3.10	—	—	—	—	—
.55 -1.54	—	—	—	—	—	—	—	—
1.55 - 2.54	2	2	2.70	1.70	.28	.57	.20	.40
2.55 - 3.54	2	2	3.60	.30	.71	.71	.50	.50
3.55 - 4.54	—	—	—	—	—	—	—	—
4.55 - 5.54	—	—	—	—	—	—	—	—
5.55 - 6.54	—	—	—	—	—	—	—	—
6.55 - 7.54	—	—	—	—	—	—	—	—
7.55 - 8.54	—	—	—	—	—	—	—	—
8.55 - 9.54	—	—	—	—	—	—	—	—
9.55 - 10.54	—	—	—	—	—	—	—	—
10.55 and above	—	—	—	—	—	—	—	—

TABLE 57
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN .
STATISTICS FOR PRETEST LEVELS
SOCIAL STUDIES

NO CHILDREN TOOK THIS TEST

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55								
.55 -1.54								
1.55 - 2.54								
2.55 - 3.54								
3.55 - 4.54								
4.55 - 5.54								
5.55 - 6.54								
6.55 - 7.54								
7.55 - 8.54								
8.55 - 9.54								
9.55 - 10.54								
10.55 and above								

TABLE 58
STANFORD ACHIEVEMENT TEST (1973-1974)
PROGRAM FOR LEARNING DISABLED CHILDREN
STATISTICS FOR PRETEST LEVELS
SCIENCE

NO CHILDREN TOOK THIS TEST

START-OF-YEAR LEVEL	N		MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEASUREMENT	
	Post	Gain	Post	Gain	Post	Gain	Post	Gain
Below .55								
.55 -1.54								
1.55 - 2.54								
2.55 - 3.54								
3.55 - 4.54								
4.55 - 5.54								
5.55 - 6.54								
6.55 - 7.54								
7.55 - 8.54								
8.55 - 9.54								
9.55 - 10.54								
10.55 and above								

(ABSTRACT)

During the 1973-1974 school year, four distinct programs for handicapped children were involved in an achievement testing program. The purpose of the data collection was to establish some minimal, realistic expectancy levels of performance for various types of children within each of the four programs. While achievement testing has been conducted in programs for the handicapped for years, there have been no systematic efforts to synthesize such data into coherent patterns and trends. The present report discusses the very difficult problem of determining expectancy levels for handicapped children. Some of the methods of expectancy claculation are applied in the present report. The four programs examined during the 1973-1974 school year were those for emotionally disturbed, physically handicapped, minimally brain injured, and the learning disabled. A total of 1008 analyses were run via the BMD06D UCLA computer program series to generate achievement test patterns. Several different background variables were used to stratify the children into logical subgroups: individual intelligence test verbal scores, global age levels (elementary versus secondary), specific age levels (more precise stratification by birth date), and entry levels (stratification by pretest levels). In general, as would have been expected of such children, the results showed patterns of gains ranging from less that half a year to somewhat less than a full year. It is hoped that the detailed results will be interpreted as the basic data bank upon which future expectancies of performance might be determined in a coherent manner.

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